



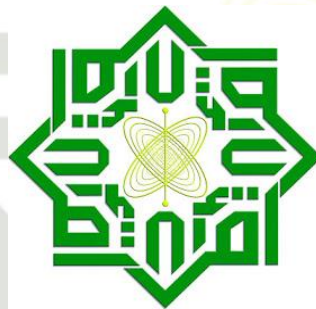
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**THE USE OF COLLOCATION IN THESES WRITTEN  
BY UNDERGRADUATE STUDENTS OF ENGLISH  
DEPARTMENT AT ISLAMIC  
UNIVERSITY OF RIAU**

**THESIS**

Submitted to State Islamic University Sultan Syarif Kasim Riau  
in partial fulfillment of the requirements for the degree  
of Magister in English Education



**By:**

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**SRN. 21691104644**

**POSTGRADUATE PROGRAM  
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1441 H/2020 M**



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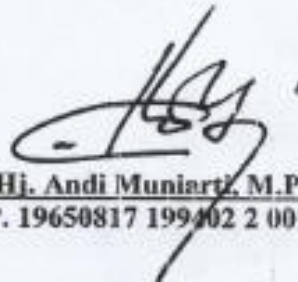
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In the Name of Allah, the Most Gracious and the Most Merciful**

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray for our Prophet Muhammad, Peace Be upon Him.

This thesis is written and intended to submit a partial requirement for the degree of Magister in English Education at the Postgraduate Program, State Islamic University of Sultan Syarif Kasim Riau entitled “The Use of Collocation in Theses Written by Undergraduate Students of English Department at Islamic University of Riau”. I am very happy that I have already completed my final project to fulfill the above requirement. Therefore, I would like to express my grateful thanks to the following persons:

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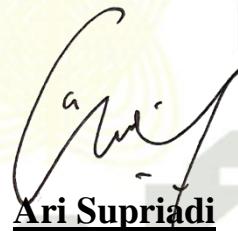
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Pekanbaru, August 09<sup>th</sup>, 2020  
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UIN SUSKA RIAU

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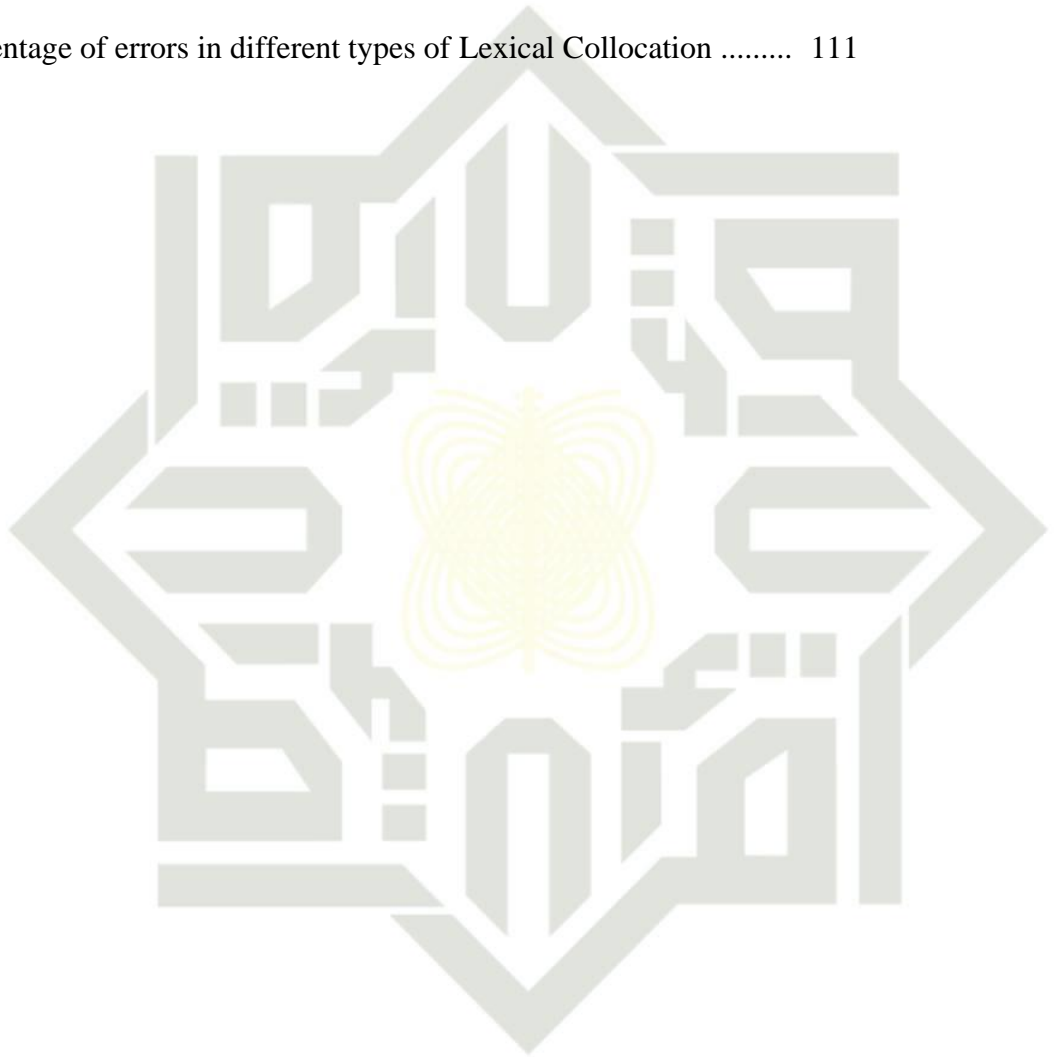


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UIN SUSKA RIAU



## ABSTRACT

**Ari Supriadi (2020): The use of Collocation in theses written by Undergraduate Students of the English Department at English at the Islamic University of Riau**

Collocation is one of the important aspects of making a good composition text. If the students are mastering collocations, their English will be more idiomatic. Local scholars have reported an alarming case of collocation deficiency among Indonesian EFL students. One thing that usually makes it difficult to learn a foreign language correctly and is acceptable is that one language has a system different from the other and studies have raised that the English Language System is different from the Indonesian Language, which creates a problem for EFL Students in learning English. Students often use incorrect collocation in their writing, which is inappropriate with the pattern. Incorrect collocation in writing is one of the constraints for the learners to achieve good writing quality. Therefore, this study aims to analyze the types of grammatical and lexical collocation used in Theses written by Undergraduate Students majoring in English of the Islamic University of Riau. Two kinds of result; types of grammatical collocation result and types of lexical collocation types were based on the theses written by Undergraduate Students. The study samples were Undergraduate Students majoring in English of the Islamic University of Riau. Using a qualitative design. Findings of the study revealed that there are 141 grammatical collocation words which has been found in 9 written theses by Undergraduate Students. The highest percentage was 126 words Adjective + noun, which is included in the type of lexical collocation which consist of 7 lexical collocation types. Furthermore, the most widely used lexical collocation in student' theses were adjective + noun, which is included in the types of collocation. and of the 195 lexical collocations found, 28,5% of the errors were found in the Noun + that + clause collocation type. This indicated that the most collocation errors widely in student' theses were Noun + that + clause, which is included in the types of collocation. Implications of the study are discussed at the end of the theses to shed light on how future studies of a similar nature may be conducted.

**Keywords:** *English as a Foreign Language, Collocation Errors, Grammatical Collocations, Learning English, Lexical Collocations, Writing Skill.*

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Islamic University of Sultan Syarif Kasim Riau

## ABSTRAK

**Ari Supriadi (2020): Penggunaan Kolokasi dalam tesis yang ditulis oleh Mahasiswa Sarjana Jurusan Bahasa Inggris di Universitas Islam Riau**

Kolokasi merupakan salah satu aspek penting dalam pembuatan teks komposisi yang baik. Jika siswa menguasai kolokasi, bahasa Inggris mereka akan lebih idiomatis. Sarjana lokal telah melaporkan kasus kekurangan kolokasi yang mengkhawatirkan di antara siswa EFL Indonesia. Satu hal yang biasanya membuat sulit untuk mempelajari bahasa asing dengan benar dan dapat diterima adalah bahwa satu bahasa memiliki sistem yang berbeda dari yang lain dan penelitian menunjukkan bahwa Sistem Bahasa Inggris berbeda dengan Bahasa Indonesia, yang menimbulkan masalah bagi Siswa EFL dalam Belajar Bahasa Inggris. Siswa sering menggunakan kolokasi yang salah dalam menulis, yang tidak sesuai dengan polanya. Kolokasi yang salah dalam menulis merupakan salah satu kendala peserta didik untuk mencapai kualitas tulisan yang baik. Oleh karena itu, penelitian ini bertujuan untuk menganalisis jenis kolokasi gramatikal dan leksikal yang digunakan dalam Skripsi yang ditulis oleh Mahasiswa S1 Jurusan Bahasa Inggris Universitas Islam Riau. Dua macam hasil; jenis hasil kolokasi gramatikal dan jenis jenis kolokasi leksikal didasarkan pada tesis yang ditulis oleh Mahasiswa S1. Sampel penelitian adalah Mahasiswa S1 Jurusan Bahasa Inggris Universitas Islam Riau. Menggunakan desain kualitatif. Hasil penelitian menunjukkan bahwa terdapat 141 kata kolokasi gramatikal yang ditemukan dalam 9 skripsi yang ditulis oleh Mahasiswa S1. Persentase tertinggi adalah 126 Kata Adjective + noun, yang termasuk dalam jenis kolokasi leksikal yang terdiri dari 7 jenis kolokasi leksikal. Lebih lanjut, kolokasi leksikal yang paling banyak digunakan dalam tesis mahasiswa adalah kata adjective + noun, yang termasuk dalam jenis kolokasi. dan dari 195 kolokasi leksikal yang ditemukan, 28,5% kesalahan ditemukan pada tipe kolokasi Noun + that + clause. Hal ini menunjukkan bahwa kesalahan kolokasi yang paling banyak terjadi pada tesis siswa adalah Noun + that + clause, yang termasuk dalam jenis kolokasi. Implikasi dari studi ini dibahas di akhir tesis untuk menjelaskan bagaimana studi masa depan yang serupa dapat dilakukan.

**Kata kunci:** Bahasa Inggris sebagai Bahasa Asing, Kesalahan Kolokasi, Kolokasi Tata Bahasa, Belajar Bahasa Inggris, Kolokasi Leksikal, Keterampilan Menulis.

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(2020) Ari Supriadi : استخدام التجميع في الرسائل التي كتبها طلاب المرحلة الجامعية لقسم  
Islamic University of Riau اللغة الإنجليزية في الال الإنجليزية في

التجميع هو جانب مهم في تكوين نص جيد. إذا أتقن الطلاب التجميع ، فستكون لغتهم الإنجليزية أكثر اصطلاحية. أبلغ علماء محليون عن حالة مقلقة من نقص التجميع بين طلاب اللغة الإنجليزية كلغة أجنبية في إندونيسيا. الشيء الوحيد الذي يجعل تعلم لغة أجنبية بشكل صحيح ومقبول أمرًا صعبًا هو أن لغة واحدة لها نظام مختلف عن الأخرى ، ويظهر البحث أن نظام اللغة الإنجليزية يختلف عن الإندونيسية ، مما يخلق مشاكل لطلاب اللغة الإنجليزية كلغة أجنبية الذين يتعلمون اللغة الإنجليزية. غالبًا ما يستخدم الطلاب عمليات التجميع غير الصحيحة في الكتابة ، والتي لا تتناسب مع النمط. يعد التجميع الخاطئ في الكتابة أحد العقبات التي تواجه الطلاب في تحقيق جودة كتابة جيدة. لذلك ، تهدف هذه الدراسة إلى تحليل أنواع الترابطات النحوية والمعجمية المستخدمة في الأطروحة التي كتبها طلاب المرحلة الجامعية الأولى في قسم اللغة الإنجليزية في جامعة رياو الإسلامية. نوعان من النتائج ؛ يعتمد نوع نتيجة التجميع النحوي ونوع التجميع من قسم S1 المعجمي على الأطروحة التي كتبها طلاب البكالوريوس. وكانت عينة البحث من طلبة الفئة اللغة الإنجليزية بجامعة رياو الإسلامية. باستخدام تصميم نوعي. أظهرت النتائج أن هناك 141 كلمة تجميع نحوية موجودة في 9 أطروحات كتبها طلاب البكالوريوس. أعلى نسبة هي 126 كلمة صفة + اسم ، والتي تم تضمينها في نوع التجميع المعجمي المكون من 7 أنواع من التجميع المعجمي. علاوة على ذلك ، فإن التجميع المعجمي الأكثر استخدامًا في أطروحات الطلاب هو الصفة + الاسم ، وهو نوع من التجميع. ومن Noun بين 195 عملية ارتصاف معجمية تم تحديدها ، تم العثور على 28.5٪ من الأخطاء في نوع جملة Noun + Noun يوضح هذا أن أكثر أخطاء التجميع شيوعًا في أطروحات الطلاب هي عبارة + clause + that ، والتي يتم تضمينها في نوع التجميع. تتم مناقشة الآثار المترتبة على هذه الدراسة في that + clause نهاية الرسالة لشرح كيفية إجراء دراسة مستقبلية مماثلة

اللغة الإنجليزية كلغة أجنبية ، أخطاء التجميع ، التجميعات النحوية ، تعلم اللغة الإنجليزية ، التجميعات المعجمية ، مهارة الكتابة



## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the study, which investigates the use of collocation in theses written by undergraduate students of English Department at Islamic University of Riau. Then, the problems statement which focuses on the use of lexical and grammatical collocation in theses written by degree students of English Department at Islamic University of Riau. The researcher tries to find a solution in this problem. This chapter also discusses the purposes of this study and the research questions. Last, the definition of key terms as used in this research explained

#### 1.1 Background of the Study

English is an international language used as a means of communication both oral and written in most countries in the world. People use English in order to make international contacts and to cooperate among people in different countries in the world. Therefore, it is very important for us to learn English. In addition, we need to learn and to practice the language as much as possible in order to use English correctly.

Hornby (1995, p. 662) stated that “language is the system of sounds and words used by humans to express their thoughts and feelings” It means that language is an important thing in order to communicate in the society because through language people can express their wishes, feelings and ideas. However, the



problems appear when people from different countries with different cultures and backgrounds meet and speak different languages. They do not understand each other. Therefore, they have to master international languages used by most people in the world.

In language, the purpose of teaching English is to master four skills: listening, speaking, reading, and writing. Harmer (2005, p. 33) stated that Writing is frequently useful as preparation for some other activity. It is a process of discovering and organizing ideas, putting them on papers, and revising them. By writing, we can express our ideas well; however, to get our meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot because writing has many contributions for our life, we can make a habit of writing to develop this skill.

In this modern world, the functions of English are to communicate in many fields, obtain science, appliance to construct interpersonally, and assess information (Depdiknas, 2004, p. 9). People begin to realize the importance of using English as a means of communication because communication among people in the world is becoming more and more urgent.

Basically, English consists of oral and written system. Both of them are important, but they are different, it may be stated that only educated people can communicate in written language, because it is very complex one, not only in grammar aspect but also in other factors such as the speaker and listener understand each other. Research is in the form of written system.

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Writing as one of four skills has always formed part of the syllabus in the teaching of English, as Harmer (2004) stated that “writing has always been used as a means of reinforcing language that has been taught. In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention to grammar rule and vocabulary.

Grabe (2001) stated that writing from multiple texts requires even more demanding planning, processing, and revising. The interpretation of task demands and the integration of textual information force critical decision making that requires much practice and consistent efforts to “traverse the topical landscape from multiple directions.

Writing is one of the four language skills that must be learned by English Students. Haycraft (1978) stated that receptive skills are listening and reading, and productive skills such as Speaking and Writing. Writing is a form of productive skill that conveys ideas and information in written form by composing words correctly in sentences.

The ability of writing a text is important for students of English in Indonesia since it is one of the requirements to graduate from the university by submitting their final project reports written in English. It is important not only to fulfill the requirement for the graduation but also to get the ability to write well for their further studies. In graduate program, for example, students are always assigned to write papers to be presented in the classroom to help them develop their knowledge. Therefore, as a preparation for their advanced research, the ability to write a text coherently is very much needed.

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Some language experts admit that it is not easy to write well even though writing in their own native language. Brown Brown (2004) stated that only very few learners who can express themselves clearly with logical, well-developed organization that accomplishes an intended purpose. Yet, it is expected that EFL students have the ability to write a thesis with correct grammar and vocabulary. Richard and Renandya (2002, p.303) stated that writing is the most difficult skill for second language and foreign language learners.

Furthermore, they claim that writing is not only generating and organizing ideas but also translating these ideas into a readable text. According to Richards (1990) stated that “Learning to write well is a difficult lengthy process because it produces anxiety and frustration in many learners.” In preliminary study, the researcher found that there were many students who still had many problems in writing skill such as control of content, form, grammar, vocabulary, punctuation, and spelling.

The phenomena of writing skill which the researcher found in the field that the students worried about grammar and lexical cohesion, in their mind setting that:

1. They did not write until they had mastered grammar;
2. They cannot develop their ideas when writing because of lacking of vocabulary, and;
3. Most of them made mistakes in inscriptive punctuation, apostrophes, and capitalization;



4. Other problems the students had were that they had low motivation and they were not interested in doing the task since the writing activities were not interesting.

Harmer (2004) stated that the aim of cohesion is to help the reader understand the items referred to, the ones replaced and even the items omitted. Furthermore, the combinations of sentences using cohesive devices which have semantic relation need a shared linguistic environment to interpret items. A sentence such as “he said so” is semantically correct as it is grammatical in that it means what it means though we do not know who is meant by “he” and what is meant by “so”. To analyze a sentence, we have to seek in the surrounding environment what “he” and “so” refer to many other examples on the various cohesive situations. Text grammar does appeal to discourse analysis which is constantly concerned with how sentences stick together. Grammatical cohesion refers to the various grammatical devices that can be used to make relations among sentences more explicitly. Cohesive devices are used to tie pieces of text together in a specific way.

Halliday and Hassan (1976) describe the basic categories of grammatical cohesion that students can systematize by classifying it into a small number of distinct categories: reference, substitution, ellipsis, and conjunction. These categories have a theoretical basis and specific types of grammatical cohesion. Lexical cohesion comes about through the selection of items that are related in some ways to those that have gone before (Halliday, 1985, p.310). Types of lexical cohesion are repetition and collocation. Furthermore, Halliday and Hassan (1976,

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p.288) divide types of lexical cohesion into reiteration (repetition and synonym) and collocation.

Primarily for English Students in Indonesia, a student should be able to write text as one of the requirements to graduate from the university by making a final report of their project written in English. It is important not only to fulfill the requirement for graduation but also to get the ability to write well for their further study. In postgraduate courses, Students are often assigned to make a task of writing papers and perform in front of the class to fire up the writing skill and develop the Student's knowledge.

We already know that it is not easy to write well, even if they write in their mother tongue. Nevertheless, it is expected that EFL Students have the thesis writing skills with correct grammar and vocabulary. Richard and Renandya (2002, p303) stated that writing activity is the most difficult skill for second-language learners as well as foreign languages.

Generally, English students at the Islamic University of Riau also learn writing, such as writing 1, writing 2, writing 3, Academic Writing and Seminar and Thesis Writing. The aims are to make the students have competency in writing. One important problem that can arise because of inadequate collocation knowledge is improper combination of words. Based on McArthur (1992) that failure to use collocation appropriately is a major foreign indicator in academic texts.

Therefore, any collocation mismatch, such as the wrong combination of words can lead to a lack of trust in the writer's language ability no matter how the writing content is unique. Collocation is one of the most important aspects of

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writing. The students make many mistakes in writing collocation. It is because students have a lack of knowledge about collocation. Students often use incorrect collocation in their writing, which is inappropriate with the pattern. Incorrect collocation in writing is one of the constraints for the learners to achieve good writing quality.

In the preliminary study, the Researcher has seen a thesis and found that Students have used collocation in their thesis. And to make it clearer, the Researcher explained an example:

English learning have several skills to be ruled by students in foreign language learners such as listening, speaking, reading, and writing. Those all skills should be mastered by the students to contibution in learning English. However, to master those skills, English teachers' should be choosen a good learning strategy to help the learners' in mastering them.

From the sample screenshots shown above in 1 paragraph, the researcher found four collocations. The first is "English Learning" this text is not quite right by collocation; it should be written "Learning English" or "Learn English." the example of Collocation is the second "foreign language learners," this collocation is correct. Then there is "learning English," this writing is also right. Likewise, in the next example of "English teachers," the collocation writing is also correct.

Collocation is important because they make our language sound natural. If the students are mastering collocations, their English will be more idiomatic. That is more similar to spoken by native speakers. The student will have alternative and

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richer ways of expressing themselves. And it is easier for student brains to remember and use language in chunks or blocks rather than as single words. Let's see the following examples:

- a) I try to make my bed every morning. (NOT make my bed)
- b) Parents usually tell stories to their children. (NOT say stories)
- c) Sean likes to surf the web before going to bed. (NOT navigate the web).

There were some previous studies related to present study. First, Rio Rini Diah Moehkardi (2002) conducted research entitled "*Grammatical and Lexical English Collocations: some possible problems to Indonesian learners of English (2002)*". She said that it seems universally acknowledged in all languages that words often co-occur with another word (s) in units. However, they are not always freely combined or individually analyzable. Their co-occurrences adhere to some grammatical principles.

The English prepositional phrase, at the moment, for example, is subject to the grammatical choice of the preposition rather than other random prepositions like on or in. This confirms what has also been suggested by Kennedy (1990:216) that, to some extent, collocations are considered as "grammar in terms of vocabulary." Due to the complexity of English collocation, this paper is going to discuss the types of English collocations, their possible problems to Indonesian learners of English, and some solutions.

Second, Maryam Bahardoust (2012) conducted research entitled "*Lexical and Grammatical Collocations in Writing Production of EFL Learners*" (2012). She said that this research set out to evaluate the rate of collocations in Iranian EFL



learners' writing production across L1 and L2. In addition, L1 interference with L2 collocational use in the learner's writing samples was studied. To achieve this goal, 200 Persian EFL learners at the BA level were selected. These participants were taking paragraph writing and essay writing courses in two successive semesters. Results showed that the lexical collocations outnumbered the grammatical collocations. Different categories of lexical collocations were also compared concerning their frequencies in EFL writing production. The rate of the verb-noun and adjective-noun collocations appeared to be the highest, and noun-verb collocations the lowest. The results also showed that L1 had both positive and negative effects on the occurrence of both grammatical and lexical collocations.

Third, Bella Gayatri (2018) conducted research entitled “*An Analysis of Collocation in Hillary Clinton’s Speech*” (2018). She said that is this research that discusses the types of collocation and the most dominant of collocation type used in a Hillary Clinton's Speech. The research method applies qualitative descriptive. Collocation is one of the kinds of lexical cohesion that shows a pair or group of words that are often used together. The Findings show that there are 92 data used, which are divided into 61 data of grammatical collocation and 31 data of lexical one. Finally, as the conclusion, the most dominant type is collocation English verb patterns of grammatical collocations which has 42 collocations or 68, 85% that base on context, by using the verb, Clinton emphasizes what she and citizens would do cooperatively to get better future of America especially in Warren. At the same time, the fewest one is a type of Adverb+ Adjective of lexical collocation which amounts only one sentence or 3,22% that occurs in context, Clinton conveys the

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blockage that makes America more competitive. Based on the previous research above, that is why the seven researchers who have mentioned have researched Collocation - the importance of this study to find results of problems faced by students in writing. This makes a strong reason the Researcher wants to research Student Writing, especially about the use of Collocation. The difference between the previous researches with the Researcher is the object of the study. The Researcher will research the theses written by students of the English Department of the Islamic University of Riau.

Fourth, Amalia Faulien (2017) conducted with the title Capturing the Use of Collocation in Argumentative Essay Writing on Second Semester Students in English Education Department of IAIN Surakarta, with the aim of this study was to analyze the types of collocation used by second semester students and the incorrect collocation made by the students in their argumentative essay writing. The research design was an analysis with descriptive qualitative approach.

Furthermore, the instruments of this study were collected by documenting the types and incorrect collocation on the students' worksheet of argumentative essay writing. Then, the data were analyzed by reducing the data, presenting the data and also analyzing the data by using Benson theory and taking the conclusion and verification. Therefore, based on the writer's findings that more types of collocation used by second semester students and the incorrect collocation is still low.

As a foreign language, students commonly make mistakes in collocation. The mistakes are caused by several problems, such as intralingual problem which refers

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to the fact that the students have problem in grammar like saying “many sugar” instead of saying “much sugar”. The second one is interference of mother tongue which happens when the students say “drink medicine” whereas the word medicine collocate with the word take “take medicine”. The last one is when the students have lack collocation knowledge and concept which students do not understand the rules and types of collocation used.

Based on the interview with some lecturers in Islamic University of Riau, the researcher found that there were still lower in the use of grammatical and lexical collocation found in the theses written by undergraduate students of Islamic University of Riau. Since students still lower knowledge about collocation especially in writing their theses, the researcher was interested in analyzing the use of grammatical and lexical collocation found in the first chapter of their theses.

In line with the general writing phenomenon. One thing that usually makes it difficult to learn a foreign language correctly and is acceptable is that one language has a system different from the other. The Researcher knows that the English Language System is different from the Indonesian Language, which creates a problem for EFL Students in Learning English.

Based on the explanation above, the Researcher is interested in conducting a research entitled " **The use of Collocation in theses written by Undergraduate Students of the English Department at English at the Islamic University of Riau.**

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1.2

## The Research Problem

Collocation is important because they make our language sound natural. If the students are mastering collocations, their English will be more idiomatic. That is more similar to spoken by native speakers. The student will have alternative and richer ways of expressing themselves and also it is easier for Student brains to remember and use language in chunks or blocks rather than as single words. On the other hand, collocation is one of the most important aspects of writing.

The students make many mistakes in writing collocation. It is because students have a lack of knowledge about collocation. Students often use incorrect collocation in their writing, which is inappropriate with the pattern. Incorrect collocation in writing is one of the constraints for the learners to achieve good writing quality.

In writing a thesis, researchers use cohesive tools to make texts meaningful and united. Therefore, the problems that will be explored in this study are as follows:

1. What types of collocations are commonly used in theses written by Undergraduate Students majoring in English of Islamic University of Riau?
2. What types of collocation errors are commonly made in theses written by Undergraduate Students majoring in English of Islamic University of Riau?

Therefore, the researcher chooses in this research because in constructing a text, the students sometimes find difficulties in making their composition become

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organized. Collocation is one of the important aspects of making a good composition text. Then another, understanding collocation is important for the students as a means to touch up in giving their idea or opinion on a problem.

### 1.3 Questions of The Research

The Research Question of this Study are:

1. What types of collocations are commonly used in theses written used by Undergraduate Students majoring in English of Islamic University of Riau?
2. What types of collocation errors are commonly made in theses written by Undergraduate Students majoring in English of Islamic University of Riau?

### 1.4 Objectives of the Research

Based on the research questions above, the objectives of the research are:

1. To analyze the types of collocations commonly used in theses written used by Undergraduate Students majoring in English of Islamic University of Riau.
2. To analyze the types of collocation errors commonly made in theses written by Undergraduate Students majoring in English of Islamic University of Riau.

### 1.5 The Significances of the Research

The result of the research is expected to be helpful for the teachers and lecturers, readers or students, and further researchers. The researcher hopes that this study can give some beneficial contributions to the development of English Teaching and Learn as a foreign language, especially in improving both Receptive skills and Productive skills.



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First, for English Teachers and Lecturers, it is hoped that this research can provide information about the problems that students faced in writing and help them to solve the problems. Second, for the Students, this research can help them to learn and improve their English writing to be better, especially in the use of Collocation. Finally, The Researcher expects that the result of this research will give more information and knowledge as a source for further study, which was interested in researching this field.

### 1.6 Definition of the Key Terms

To avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the terms used, as follows:

#### 1. Collocation

According to Benson (1986), his opinion stated that Collocation is divided into two groups - Lexical Collocation and Grammatical collocation. The Lexical Collocation may consist of nouns, adjectives, verbs, or adverbs. The Grammatical Collocation consists of dominant word and preposition or grammatical structures such as infinitive or clause. Collocation is mentioned as another type of Lexical Cohesion. The form of Collocation can be achieved through the association of regular lexical items happening together. In other words, it is related to the relationship between words based on the fact that this often happens the same.

The following items are examples of lexical collocation as they all belong to the biological sciences field: plants, synthesize, organic, energy,

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sunlight, a green pigment, chlorophyll, light, self-feeding, autotrophic (Nunan, 1993, p.29). On another occasion, Halliday and Hasan (2001, p.317) argued that Collocation is a means of cohesion and the occurrence of which is lexical goods which, in some cases or others, are usually related to each other because they tend to occur state and the same location. "For example, the word doctor implies words like nurses, drugs, symptoms, hospitals, etc. The night is closely related to darkness, and in this sense, collocation becomes overlapping with what is called the semantic field. Collocation is just as appropriate in certain situations, but the presence of a word does not necessarily lead to the appearance of other items in the group.

On the other hand, based on Lewis (2000) stated that there are limitations of the word that can be used together or the use of words that naturally occur together, and it can be referred to as collocation. As well as McIntosh, Bolinger, and Sears (1981) also argued that collocation is a sort of a habit of words used. For example, collocations such as fast food, fast cars, can be considered acceptable; conversely, collocations such as a glance, quick look, are unacceptable. That's how learners get control of the most common words used in English.

#### Writing

Writing is an aspect includes content (thesis statement, related ideas, development ideas, description use, cause/effect, comparison/contrast), organization (recognition effectiveness, logical idea, sequence, conclusion, appropriate length), discourse, syntax, vocabulary, mechanics (spelling,

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punctuation, reference citations (if any) (Brown, 2007, p. 413). Writing is not a simple skill. There are several stages that should be done to achieve a good writing. In the process of writing, students should know the four basic writing stages: planning (pre-writing), drafting (writing), revising (redrafting), and editing.

First, planning (pre-writing) is a process of collecting any ideas and information and generating them into a draft of writing. At this stage, students learn: group brainstorming, clustering, rapid free writing, and WH-questions. At the second stage, students will make a draft of their writing. They can eliminate and organize ideas and information that they get into main support and examples. They may delete and add ideas until the writing is completed.

In this stage, the students are not preoccupied with grammatical accuracy or the neatness of the draft. Then, students need to revise their draft to improve global content and the organization of ideas so that the reader will understand what the writer's intent is.

The last stage is editing. Students are engaged to tidy up their texts. Therefore, the better students are writing, the better their chances become a good writer. In writing, a writer has to consider how to convey his/her ideas with the purpose that the reader could only easily grasp them. In order to make the readers reach the writer's ideas, they need to create a good writing. To create a good writing, a writer has to consider the aspects of writing. According to Brown (2007, p. 413).



The aspects of writing include content (thesis statement, related ideas, development ideas, use of description, cause/effect, comparison/contrast), organization (effectiveness of introduction, logical sequence of ideas, conclusion, appropriate length), discourse, syntax, vocabulary, mechanics (spelling, punctuation, citation of references (if applicable), neatness and appearance.

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## CHAPTER II

### LITERATURE REVIEW

#### 2.1 The Nature of Collocation

Collocation one form of repetition elements are included in the section of cohesion. Cohesion itself is anything about the relationship of meaning in a unified text. It defines something as text because the text is a unit of meaning, not a form. It is a source of text that has many meanings related to what is spoken and written to the semantic environment (Jabeen et al., 2013, p.139).

Cohesion is analyzed in the form of sentence. It is because a sentence is the highest grammatical structure and tends to determine how cohesion is expressed. For example, when the same entity is being referred twice, there are rules governing whether the second entity will be named again or referred by pronoun. These rules are determined by the sentence structure.

The sentence structure can also reveal the way how cohesion is expressed in the whole text. It is because a text generally consists of multiple sentences. Thus, by showing how semantic relation is established in a single sentence, it can show how the structure of each independent sentence (or elements in a single sentence) can reflect the structure of higher level (text). This makes cohesion similar to discourse structure.

In fact, the reference is the only type of cohesion that depends on the structure of the text. It is because reference uses other items for retrieving the information that can only be gained by looking at the structure of the text.

Meanwhile, substitution, ellipsis, conjunction and lexical cohesion do not depend on the structure.

Also, in the case of texts consisting of a single sentence such as public notices, proverb, and the like, the internal cohesiveness can be explained through the function of its structure. It is the function of its structure that contributes to the meaningful and coherent sentence so that it can be treated as a text. Here, cohesion functions as a non-structural text-forming relation that makes a single sentence as a text. In conclusion, cohesion does not only depend solely on the structural relation, but also non-structural relation.

As a result, cohesion can be found within and between sentences. Cohesion has nothing to do with sentence boundaries. It is because cohesion establishes a semantic relation among elements in a text that are crucial to the process of interpretation by means of presupposed and presupposing. Something presupposed one before, in the sense that one cannot be interpreted except by looking backward to it. Also, one will be presupposing others next, in the sense that one can be interpreted by looking forward to other. It is in a dependent way. This notion is supported by Kafes (2012, p.85) by saying that cohesion is a matter of the semantic relation that establishes cohesive device and enables a passage of speaking or writing to function as a text. It can be found within and between sentences since it is a semantic relation.

Again, cohesion connects any passage or speech to function as a text form in explicit semantic relations. If it cannot be seen, it is not a text, instead the sequences of unrelated sentences. As cited in Janjua (2012, p.149-151), the function of cohesion is to differentiate a text from the collection of unrelated sentences. Also, it knits the semantic pattern of a text that shapes the meanings. The place of

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cohesion in linguistic system is in the textual component. The textual component is concerned with text-forming component in linguistic system. It is associated with a particular rank in grammar, information unit being expressed, and meaning relations in a text (cohesion). It is also called as text forming component in linguistic system.

Cohesion is one of the keys to make a good arrangement and coherent passage in writing. According to Halliday & Hassan (1976, p. 298), "The general meaning of cohesion is embodied in the concept text. By its role in providing „texture“, cohesion helps to create text. " Cohesion also links to the meaning which exists within a text; otherwise, it can be identified as linguistics devices which have the function to relate one part of a text to another (McCarthy, 1990, p. 25).

Cohesion is the formal aspect of language in discourse. It means that cohesion is a "syntactic organization". Syntactic organization is an organization that arranged in coherent sentences and to dense. With this arrangement, the organization is to produce speech. It means that cohesion is the relationship between sentences in a discourse, both in terms of level of grammatical and lexical levels of certain terms.

Halliday and Hassan (1976, p.6) consider that the meaning of cohesion of the two angles, namely grammatical cohesion and lexical cohesion. Both types of cohesion consist of unified text. It also shows the fabric of cohesion speech in the form of sentences to form a text or a context by connecting the meaning contained within the element. There is a different between grammatical cohesion and lexical cohesion. According to Carter cited in Silveira (1997, p. 422), "Lexical words carry

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higher information content, and are syntactically structured by the grammatical or functional words such as nouns, verbs, adverbs, and adjectives. “Examples of grammatical or functional words are pronouns, auxiliary verbs, presuppositions, and conjunction.

Cohesion can also be defined as linking sentences in ways that are influenced by grammatical and lexical items. This refers to the relation of the text and forms the whole text intact. Semantics and syntactic relationships between items in the text is a key role of text unity. The sentence is the highest grammatical structure and tends to determine how cohesion is expressed. For example, when the same entity is being referred to twice, there is a rule governing whether the second entity will be renamed or called a pronoun. The structure of the sentence determines this rule.

Sentence structure can also reveal how cohesion is expressed in the whole text. That is because the text generally consists of several sentences. Thus, by showing how the semantic relationship is formed in one sentence, it can be shown how the structure of each independent sentence (or an element in a single sentence) can reflect a higher-level structure (text). Here, cohesion serves as a non-structural text-forming a relationship that makes one sentence. In conclusion, cohesion depends not only on structural relationships but also on non-structural relationships.

Consequently, cohesion can be found within and between sentences. And it turns out that cohesion has absolutely nothing to do with sentence constraints. This is because cohesion forms the semantic relationship between the elements in

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the text that are essential to the process of interpretation by assuming and presupposing it.

Something previously required, in the sense that one cannot be interpreted except by looking back. This idea is supported by Kafes (2012, p.85) by saying that cohesion is a semantic relationship that allows a part of speaking and writing to function in a text. It can be found in and between sentences because it is a semantic relationship.

## 2.2 Types of the Cohesion

Halliday and Hasan (1976) said that the classification of cohesion consists of Grammatical and Lexical Cohesion. Grammatical Cohesion includes references, substitutions, ellipsis, and conjunctions. Meanwhile, Lexical Cohesion includes Repetition and Collocation.

**Table 2.1 Types of cohesion based on Halliday and Hasan**

Cohesion			
Grammatical		Lexical	
Reference	Exhoporic [situational]		Reiteration
	Endoporic [textual]		Repetition
	Anaphoric [To preceding the text]	Cataphoric [To following the text]	Synonym
			Near-Synonym
Substitution			
Ellipsis			
Conjunction		Collocation	

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## 2.3 Grammatical Cohesion

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Reference concern on the relations between a discourse (text) and preceding or following (element). In addition, Reference is related by semantic relationship. According to Halliday and Hasan reference is the relation between an element of the text which is interpreted by the participants.

Reference is potentially cohesive because the thing that serves as the source of the interpretation may itself be an element of text.<sup>16</sup> Halliday and Hasan have special term for situational reference. Halliday and Hasan refer to the EXOPHORA or EXOPHORIC reference. Then, they distinguish with ENDHOPHORIC as general name for reference within the text.

### a. Reference

#### 1. Personal Reference

Personal reference is a reference by means a function in the speech situation through the categories of person.<sup>18</sup> The categories of personal reference include three classes of personal pronoun, possessive determiner (adjective pronoun), and possessive pronoun.

#### 2. Demonstrative Reference

Demonstrative reference is a reference by means of location, on scale of proximity. Demonstrative reference expresses through determiners and adverbs.

Demonstrative determiner includes this, these, that, those, and the. They refer to location, or thing, typically some entity, person or objects that participating in the process; they occur as elements within a text



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## 3 Comparative Reference

Comparative reference is expressed through adjectives and adverbs and serves to compare items within a text in terms of identity similarity. Comparative reference divided into two; “general comparative” and “particular comparative”.

### b. Substitution

Substitution is the replacement of one item by another. Halliday and Hasan (1976) expound that substitution holds a text together through preventing repetition and creating cohesive grammatical cohesion, not in the meaning, but in the wording, between words, clauses, and phrases.

In addition, substitution is a relation on the lexicon grammatical level, the level of grammar and vocabulary or linguistics form. A substitute is a sort of counter which is used in the place of repetition of particular item. For example:

- a. My axe is too blunt. I must get the sharper one
- b. You think Joan already knows? - I think everybody does

“one” and „does” are substitutes; one substitute for axe and does substitute for knows, and it would be entirely possible to „replace” one by axe and does by knows. Since substitution is a grammatical relation, a relation in the wording rather than in the meaning, the different types of substitution are defined grammatically rather than semantically. In English, substitute has function as a noun, as a verb, as a clause. There are three types of substitution; Nominal, Verbal, and Clausal.

**Hak Cipta Dilindungi Undang-Undang**

**c. Ellipsis**

Ellipsis is the omission of word or a part of the sentence. Halliday and Hasan (1976) concern on ellipsis and substitution are very close, because ellipsis is the replacement of elements within a text by nothing. On the other hand, ellipsis presented by Evelyn Hatch is Ellipsis can be thought of as a „zero“ tie, because the tie is not actually said.

**d. Conjunction**

Conjunction is the relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following (part of the) sentence. In addition, the relationship in conjunction can be hypotactic (combine a main clause with subordinate clause or phrase) or paratactic (have two main clauses). Conjunction is rather different in nature from the other cohesive relation. It is not simply anaphoric relation. Halliday and Hasan divided into four types of conjunction; Additive, Adversative, Causal, and Temporal.

**1. Additive Conjunction**

Additive conjunction contributes to give additional information without changing information in the previous phrase or clause. This is kind of the conjunction relation; and, further (more), moreover, besides that, by the way, or, nor, either.

**2. Adversative Conjunction**

The basic meaning of adversative conjunction is „contrary to expectation“. The expectation may be derived from the content of what is

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being said, or from communication process. This is kind of the adversative conjunction; However, but, nevertheless, in fact, instead.

### 3. Causal Conjunction

Causal conjunction emphasized on “result, reason, and purpose” and the simple form of causal relation is expressed by so, thus, hence, therefore, consequently, accordingly, and number of expressions such as a result (of that), in consequence (of that), because of that. All these regularly take place in initial clause or sentence, and express causality.

### 4. Temporal Conjunction

Temporal conjunction is the relationship of time sequence within the sentences. The simplest of temporal conjunction type is then. Beside of then, there are many kinds of sequential senses; next, afterwards, after that, soon, subsequently, and others.

## 2.4 Lexical Cohesion

Halliday and Hassan (1976, p.274) stated that this Lexical Cohesion is a cohesive result achieved by the selection of existing vocabulary. Thus, Lexical Cohesion is the bond of cohesion that arises in the discourse because of the word choice, that's why an open language system makes lexical relationships difficult to recognize. Therefore, the most important thing to be considered in the analysis is by what Halliday and Hassan call common sense and the level of vocabulary understanding.



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Lexical Cohesion is not related to Grammatical and Semantic connections, but with connections based on the words used in the text. Lexical Cohesion can occur when two words in the text are semantically related to other words; they are related in the sense of their meaning. Halliday and Hassan (1976, p.275) said there are two types of Lexical Cohesion: Repetition and Collocation.

#### 2.4.1 Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale, using of general word to refer back to lexical item, at the other end of the scale, and a number of the things between of synonym, near-synonym, or superordinate. Generally, reiteration divided into four types; Repetition, Synonym, Near-Synonym, General Word.

##### a) Repetition

Among the lexical devices, the most common form is repetition, which is simply repeated words or words phrase, threading to the text. For example;

*There was a large mushroom growing near her, about the same height as herself, and when she had looked under it, it occurred to her that she might as well look and see what was the top of it. She stretched up on tiptoe, and peeped over the edge of the mushroom. . .*

##### b) Synonym

Instead of repetition in the same word, the speaker or the author uses the similar words which have similar means. This is a synonym. For example;

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*Accordingly, I took the cave, and turned to the ascent of the peak. The climb is perfectly easy. „ascent refers back to the „climb“, which is a synonym. Synonym is the words that have means almost similar to each other.*

#### c) Near-synonym

Near-synonym is the connection between two words that haven't exactly same words. However, the words have close or similar meaning.

For example;

*Then quickly rose Sir Bedivere, and ran, and leaping down the ridges lightly, among the bulrush bed, and clutch the sword. And lightly wheel and threw it. The great brand made lightnings in the splendor of the moon....*

*„brand“ refers back to the „sword“, which is near synonym.*

According to the example above, the word brand refers back to sword.

#### d) Superordinate

Superordinate or hyponymy is the relation of the meaning between more general term and more specific term. For example;

*Henry"s bought himself a new Jaguar. He practically lives in the car.*

*“car“ refers back to „Jaguar“ and „car“ is a superordinate of „Jaguar“.*

#### e) General Word

General word can be general nouns, as in „thing“, „stuff“, „place“, „person“, “women“ and, „men“ or general verbs, such as „do“ and „happen“.

In a way, general word is higher level than superordinate. For example;

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*There is a new smartphone in my bag. That is a sophisticated thing happening today.*

Based on the example above, thing is general word of smartphone.

### 2.4.2 Collocation

Collocation means a natural combination of words; it refers to the way English words are closely associated with each other. Collocation is habitual co-occurrence of words or group of words. Language consist of chunks which refer to collocations that will produce continuous coherent text when they combined. Collocations itself are the word combination or the group of words that often combined together. With using collocation in writing descriptive text, the learners will not use words as single isolation but word is combined with other word as a group. The word will come together and suitable in a certain context.

Larson, Mildred L. (1984) states that “Collocation is concerned with how words go together; i.e. which words may occur in constructions with which other words. Naturally, some words may occur often with other words, such as, the verb draw which can collocate with a number of nouns as in:

*draw/ a curtain/ a check/ tears/ blood/ interest/ a tooth/ breath, etc.*

Collocation has been considered as a separate level of vocabulary acquisition because collocation is related to two words which combine naturally and sometimes it has the meaning itself.



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Collocation is usually a combination of the meanings of its components.

Words in collocation can be classified into lexical and grammatical collocations. Collocation is a combination of words that differ from regular combinations in that their components co-occur in a short span of text more often than chance would predict. collocation is the cooccurrence of two or more word within a short space of each other in a text. The usual measure of proximity is a maximum of four words intervening.

Basically, collocations constitute one important and vital aspect of productive vocabulary. Enormous benefits can be gained by teaching and learning collocations. Lewis, M., & Gough, C. (1997) stated that the productivity of collocations provides the mental lexicon with a wide range of English word combinations, and leads to a fluent and accurate increase in written and spoken language. In this sense, collocations can give the most natural way to say something: smoking is strictly forbidden is more natural than smoking is strongly forbidden.

Based on some interpretation about collocation above, researcher conclude that collocation is the combination of two or more words which has semantic and suitable meaning. There are various types of collocation. Categorization is introduced as follows: strong collocation, fixed collocation, and weak collocation.

#### **Strong Collocation**

A strong collocation is one in which the words are very closely associated with each other, for example, the adjective mitigating almost always

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collocates with circumstances or factors; it rarely collocates with any other word. Although she was found guilty, the jury felt there were mitigating circumstances.

**Table 2.2 Example of Strong Collocation**

Collocation	Comment
<b>Inclement weather was expected</b>	(very formal) = unpleasure weather Inclement collocates almost exclusively with weather.
<b>She has auburn hair</b>	Auburn only collocates with words connected with hair (e.g. curls, tresses, locks)

## 2. Fixed Collocation

Fixed collocations are collocations so strong that they cannot be changed in any way. For example, you can say i was walking to and from (meaning i was walking in one direction a then in the opposite direction, a repeated number of times). No other words can replace to or from or and in this collocation. It is completely fixed. The meaning of some fixed collocations cannot be guessed from the individual words. These collocations are called idioms and are focused on in the book English Idioms in Use.

## Weak Collocation

Weak collocations are made up of words that collocate with a wide range of other words. For example, you can say you are in broad agreement

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with someone (generally in agreement with them). However, broad can also be used with a number of other words: a broad avenue, a broad smile, broad shoulders, a broad accent and so on. These are weak collocations, in the sense that broad collocates with a broad range of different nouns.

Firth (1957) was the first to introduce the term "collocation," as "collocations of the given word are statements of custom or place of the custom of that word." Firth has shown that words derive their meaning from the text itself. This confirms that knowing a word includes knowing what words can happen with it. Because using collocation is accurately important to produce a language with accuracy or original competence.

Collocation includes anything that is considered as an item of lexical and also a pattern that looks closer to the grammar and combination of words that can run simultaneously. There is the opinion that collocation is related to meaning and others claim that collocation is not a semantic relationship between words (Bahns, 1993).

According to Benson (1986), his opinion stated that Collocation is divided into two groups - Lexical Collocation and Grammatical collocation. The Lexical Collocation may consist of nouns, adjectives, verbs, or adverbs. The Grammatical Collocation consists of dominant word and preposition or grammatical structures such as infinitive or clause.

Lewis (2000) stated that there are limitations of the word that can be used together or the use of words that naturally occur together, and it can be referred to as collocation. As well as McIntosh, Bolinger, and Sears (1981)



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also argued that collocation is a sort of a habit of words used. For example, collocations such as fast food, fast cars, can be considered acceptable; conversely, collocations such as a glance, quick look, are unacceptable. That's how learners get control of the most common words used in English.

Collocation is mentioned as another type of Lexical Cohesion. The form of Collocation can be achieved through the association of regular lexical items happening together. In other words, it is related to the relationship between words based on the fact that this often happens around the same. The following items are examples of Lexical Collocation as they all belong to the biological sciences field: plants, synthesize, organic, energy, sunlight, a green pigment, chlorophyll, light, self-feeding, autotrophic (Nunan, 1993, p.29).

On another occasion, Halliday and Hasan (2001, p.317) argued that Collocation is a means of cohesion and the occurrence of which is lexical goods which, in some cases or others, are usually related to each other because they tend to occur state and the same location.

"For example, the word doctor implies words like nurses, drugs, symptoms, hospitals, etc. The night is closely related to darkness, and in this sense, collocation becomes overlapping with what is called the semantic field. Collocation is just as appropriate in certain situations, but the presence of a word does not necessarily lead to the appearance of other items in the group.

Collocation includes not the only synonym or approximating synonyms and superordinate, but also complementary, antonyms, conversations, words

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taken from the same order series, the relationship between part and whole, and also hyponym (Halliday and Hassan, 1976, p. 285).

Collocation can be said to be Lexical or Grammatical. Lexical Collocation is a combination of noun, adjective, verb, and adverb, such as official permissions, arbitrary government, seriously injured. They range from a rather fixed and almost loose combination. But, looking at it, words with 'medium strength' are the most common. Grammatical collocation is exemplified by nouns, verbs, or adjectives associated with a preposition or grammatical structures that have been restricted.

#### 2.4.3 Grammatical Collocation

Grammatical collocations consist of a noun, or an adjective or a verb, plus a particle (a preposition, an adverb, or a grammatical structure such as an infinitive a gerund or clause (Bahns, 1993:57). The following are the examples: at night, extend to, good at, fall for, to be afraid of that. These examples are grammatical collocations that are lexicalized as single units whose meanings are formulaic and whose co-occurrence is highly likely.

Actually, they are sometimes idiomatic because their meanings do not reflect the meanings of the elements, such as running out of (to reach an end of stock, supplies) or put up with (tolerate). However, there are similar grammatical combinations which do not have such a "strong sense of belonging together" Kennedy, (1990:224): from the outside, inside the cupboard. These prepositional phrases are considered as free combinations.

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## a. Types of Grammatical Collocations

According to Benson and Ilson (1986) in their introduction to there, The BBI Combinatory Dictionary of English grammatical collocations fall into the following combinations: noun + preposition, noun + to-infinitive, noun + that-clause, preposition + noun, adjective + preposition, predicate adjective + to-infinitive, adjective + that-clause, and the English 19 verb patterns.

### 1. Noun + preposition combinations

Not all noun + preposition combinations can be considered as collocations due to the highly predictable meaning of some prepositions, such as of and by. So, noun + of/by combinations are considered free combinations. The following phrases are examples of noun + preposition collocations.

**Table 2.3 Example of noun + preposition collocations**

Noun	Preposition	Collocation	Meaning
<b>Increase</b>	In	Increase in	Peningkatan dalam
<b>Talent</b>	For	Talent for	Bakat dalam
<b>Fall</b>	In	Fall in	Jatuh
<b>Claim</b>	On	Claim on	Tuntutan terhadap

The case was a suitable preposition placed after noun. For example: talent collocates with for, the meaning of talent is bakat and the preposition of “for” is untuk. But, when the word of talent collocates with for the meaning



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become “bakat dalam”. And why the word of talent did not collocate with another preposition that has a meaning “dalam”, such as (in, on and etc)? The answer is because talent more suitable with for.

**2. Noun + to + infinitive**

There are five syntactic patterns in which noun + to + infinitive construction is most frequently encountered:

- a. It was a pleasure (a problem, a struggle) to do it
- b. They had the foresight (instructions, an obligation, permission) to do it
- c. They felt a compulsion (an impulse, a need) to do it
- d. They attempted (an effort, a promise, a vow) to do it.
- e. He was a fool (a genius, an idiot) to do it.

**3. Noun + that-clause**

The noun + that-clause combinations that are considered collocational are those using subject pronouns. For example:

- a. We reached an agreement that she would represent us in court
- b. He took an oath that he would do his duty

However, when the 'that-clause' can be replaced by 'which-clause' like that in relative clauses, such a noun + that-clause construction is not considered as collocational. For example, we reached into an agreement that/ which would go into effect in a month.

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#### 4. Preposition + noun combinations

Any combinations of prepositions and nouns can fall into this category. However, the choice of the preposition with certain nouns is not at random.

**Table 2.4 Example of Preposition + noun combinations**

No	Collocation	Meaning
1	In the class	Didalam kelas
2	In front of the class	Di depan kelas
3	Behind the scene	Belakang layar/ dibalik layar

The sample above have fixed phrase. They could not be translated directly. For example: preposition di meant at, in, on, upon. When writing di depan kelas used in become in front of the class not at/on/upon front of the class because front collocated with in.

#### 5. Adjective + preposition combinations

Some adjectives are followed by a prepositional phrase. The adjective + preposition combination that is considered collocational is the one that occurs in the predicate (verb less clause). However, past participial adjective followed by the preposition by is not considered collocational because this construction is regular and predictable.

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**Table 2.5 Example of Adjective + preposition combinations**

No	Collocation	Meaning
1	Angry with	Marah kepada
2	Kind to	Baik kepada
3	Proud of	Bangga kepada
4	Rely on	Bertumpu kepada

Adjective followed by preposition namely: angry with, angry (adjective) collocated with preposition with not to, in, on although “pada or kepada” meant to in English.

**6. Predicate adjective + to + infinitive**

These adjectives occur in two basic constructions with infinitives

- a) adjectives with dummy subject “It” such as It was necessary to work; also, possible It was necessary for him to work (the insertion of prepositional phrase)
- b) adjectives with the real and animate subject, such as She is ready to go; or with inanimate subjects, such as It (the bomb) is designed to explode at certain temperatures; or with either animate or inanimate subject: She was bound to find out, or It (the accident) was bound to happen.

**7. Adjective + that clause**

Some adjectives can be followed by that-clause. For example, she was afraid that she would fail her examination; several adjectives followed by



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present subjunctive informal English are collocational, such as It was imperative that we be there.

## 8. Collocational verb patterns

English verb patterns have 19 types, and each is designated here by capital letters A to S.

- a. The shift of an indirect object to a position before the direct object of transitive verbs is allowed. For example:
  1. He sent the book to his brother He sent his brother the book, and He sent the book to him
  2. He sent him the book. If both objects are pronouns, the common pattern is: He sent it to him.
- b. The shift of an indirect object to a position before the direct object by deleting to is not allowed. For example, they described the book to her, but not \* They described the book. Other common verbs that fit this category are: mention, return, scream, etc.
- c. Indirect object to a position before the direct object. For example, she bought a shirt for her husband; also, possible: She bought her husband a shirt or She bought a shirt for him, or She bought him a shirt.
- d. The verb forms a collocation with a specific preposition and an object. For example, they based their conclusions on the available facts. We adhered to the plan. However, the following similar constructions are not collocations, but free combinations of verb + preposition denoting

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'location' or 'means' or 'instrument' We walked in the park They came by train

- e. Verbs are followed by to + infinitive. For example, they began to speak; She continued to write. However, verbs + to-infinitive meaning "purpose" are not included as a collocational combination. For example, He was running (in order) to catch the bus. She stopped (in order) to chat;
- f. Verbs followed by the infinitive without to These verbs, except dare, help, and need, are called modals. The verbal phrases had better and would rather also fit this pattern. For example, they must work We had better go now;
- g. Verbs are followed by the second verb in-ing. For examples: They kept talking We enjoyed watching television;
- h. Some verbs in this category may have synonymous construction: He began reading, or He began to read are similar in meaning. And some other verbs of this category may have different construction and meaning, for example, He remembered telling him the story, and He remembered to tell him the story are different in meaning
- i. Transitive verbs are followed by an object and to + infinitive. For example, they asked the students to participate in the discussion; they permitted the children to watch television. Many of the verbs in this pattern can be followed by an infinitive to be. For example, she asked

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me to be punctual. Furthermore, most of the verbs in this construction can be passivized.

- j. Transitive verbs are followed by a direct object and an infinitive without to. Most I-pattern verbs cannot be passivized. For example, we let them use the car We saw them leave the house
- k. Verbs are followed by an object and a verb in – ing. For example:
  1. I caught him smoking in his bedroom
  2. We found the children sleeping on the floor

Some verbs in this category (especially verbs of perception, like see, hear, feel) may have similar constructions with that of construction in I-pattern. We saw him smoke the cigarette beside. We saw him smoking. J-pattern verbs usually can be passivized.

- l. Verbs can be followed by a noun or pronoun and a gerund. For example, this fact justifies Bill's coming late. They love his clowning; I cannot imagine their stealing apples. Please excuse my waking you so early. However, possessive constructions are often considered awkward; more common expressions for the same meaning will use the following alternative: I cannot imagine them stealing apples. This fact justifies Bill for coming late. Please excuse me for waking you so early
1. Verbs are followed by a noun clause beginning with the conjunction that.
- m. Transitive verbs are followed by a direct object and adjective/ past participle or noun/pronoun. For example, she dyed her hair red He found them interesting



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- n. Some verbs in this category may also be used with M-verb pattern, for example, we considered her very capable
- o. Transitive verbs are followed by two objects. For example, the teacher asked the students questions the police fined them fifty pounds
- p. Intransitive / reflexive / transitive verbs must be followed by an adverbial (an adverb/a prepositional phrase/a noun phrase/a clause). For example, He carried himself with dignity, but not \* He carried himself the meeting will last two hours; but not \*The meeting will last Other verbs in this category are: come, sneak, weigh, etc. However, some of these verbs may have senses that do not require an adverbial, for example, they are coming, in addition to They are coming home
- q. A verb can be followed by an interrogative word, such as how, what, when, etc. For example, He always wants what I want She knows when to keep quiet, however, some verbs in this construction need an object, such as They told us what to do, and she asked me why she had come
- r. Dummy 'it' is followed by transitive verbs (often expressing emotions) and by to + infinitive or by that + clause or by either. For example, it puzzled me that he never answered the telephones It surprised me to learn of her decision
- s. A small number of intransitive verbs are followed by a predicate noun/predicate adjective. Including the verb make, used intransitively, belongs to this group. For example, she will make a good teacher. She

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was enthusiastic. The larger group of intransitive verbs can be followed only by a predicate adjective, for example, The flowers.

#### 2.4.4 Lexical Collocations

In contrast to grammatical collocations, lexical collocations do not contain grammatical elements. Benson, and Ilson (1986 in Bahns, 1993) stated that list various combinations of lexical collocations: verb + noun (start a family; keep a secret); adjective + noun (good work, strong tea); adverb + adjective (heavily influenced, amazingly gorgeous); verb + adverb (walk slowly, laugh nervously).

In lexical collocations, too, there are fixed and loose combinations. Especially in verb + noun combinations, the combinations are fixed in which the choice of words that collocate each other is definite, such as: commit a murder, or break the law and these combinations: do a murder, or damage the law are unlikely.

Hill (2000) stated that collocations can lexically consist of two or more words and contain the following elements:

1. Adjective + noun: a huge profit
2. Noun + noun: a pocket calculator
3. Verb + adjective + noun: learn a foreign language
4. Verb + adverb: live dangerously
5. Adverb + verb: half understand
6. Adverb + adjective: completely soaked

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#### 7. Verb + preposition + noun: speak through an interpreter

It seems that Hill agrees with Benson et al and BBI category on dividing lexical category into seven sub-categories but he omits some elements and substitutes others with more than two elements. Also, he adds that some collocations can be longer; for example, adverb + verb + adjective + noun + preposition+ noun as in seriously affect the political situation in (Northern Ireland), described as a semi-fixed expression.

Oxford Collocations Dictionary for Students of English<sup>8</sup> lists a full range of collocations that covers all the following types of combinations:

1. Adjective + noun: bright/ harsh/intense/ strong light
2. Quantifier + noun: a beam/ray of light
3. Verb + noun: cast/ emit/ give/ provide/ shed light
4. Noun + verb: light gleams/ glows/ shines
5. Noun + noun: a light source
6. Preposition + noun: by the light of the moon
7. Noun + preposition: the light from the window
8. Adverb + verb: choose carefully
9. Verb + verb: be free to choose
10. Verb + preposition: choose between two things
11. Verb + adjective: make/ keep/ declare something safe
12. Adverb + adjective: perfectly/not entirely/ environmentally safe
13. Adjective + preposition: safe from attack



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14. Short phrases including the headword: the speed of light, pick and choose, safe and sound

Obviously, this model includes the main seven sub-categories of lexical collocations like Benson et. Al model and BBI category. But it adds grammatical collocations sub-categories that include prepositions.

This fixed structure is idiomatic; however, their meanings are still predictable from the elements of the combination. In comparison, in loose collocations, the collocates are freely combined, such as to analyze/study/witness a murder and practice/study law.

The meanings of these loose collocations can still be derived from their words. In contrast, fixed combinations are consisting of several lexical items which are relatively frozen expressions and whose meanings are sometimes hardly derivable from their component words, such as to scream blue murder ('to complain very loudly') or get away with murder ('someone who can do whatever they like') (Nattinger, 1987:949); and lay down the law ("give other people order in a bossy way") or take the law into someone own hand ('deliberately break the law'). These fixed structures and meanings collocations are called idioms.

The co-occurrence of two or more words in a lexical collocation has two important features. Firstly, there may be a constant collocational relationship between the two words that collocate, although several words go in between them. For example, collocation "collect stamps" can be separated as They collect stamps; They collect foreign stamps; They collect many

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things, but chiefly stamps (Greenbaum,1988:34). Secondly, lexical collocation does not seem to depend on grammatical types. So, collocation" strong argument" can be expressed, for example, He argued strongly, or the strength of his argument: or His argument was strengthened (Halliday, 1988:35).

#### a. Types of Lexical Collocations

In contrast to grammatical collocations, lexical collocations do not contain elements. Benson, Benson, and Ilson (1986 in Bahns, 1993) list various combinations of lexical collocations: verb + noun (start a family; keep a secret); adjective + noun (good work, strong tea); adverb + adjective (heavily influenced, amazingly gorgeous); verb + adverb (walk slowly, laugh nervously).

The following are types of lexical collocations as categorized in Benson, et al. The BBI Combinatory Dictionary of English (1986: xxiv – xxviii):

#### 1. Verb (usually transitive) + noun/ pronoun (or prepositional phrase)

Most of these collocations are called CA collocations because they consist of a verb denoting creation or activation and a noun/ a pronoun. For example (denoting creation) agree, compose music, etc. (denoting activation) set the alarm, launch a missile, etc. However, not all verbs denoting creation and activation can be considered collocable to any nouns.

Combinations of verbs, such as build, cause, cook, make, prepare, etc. +nouns are limitless, their meanings are predictable. Therefore, these

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combinations are not considered collocations. For example: build a house (a bridge, roads) causes damage (death, deafness). Similarly, there are some nouns with polysemous meanings, such as line needs different verbs.

**2. Verb (meaning eradication and or nullification) + a noun**

This lexical combination is called EN (eradication and nullification) collocations. For example: reject an appeal, revoke a license, annul a marriage, and withdraw an offer. Some verbs denoting similar meaning, and that can be used with large number nouns are considered as a free combination. For example, the verb destroy can combine with almost any nouns denoting physical objects: village, school, document, etc.

**3. Adjective + noun**

In some instances, more than one adjective (or more than one form of the same adjective) can collocate with the same noun.

**Table 2.6 Example of Adjective + noun**

Collocation	Meaning
<b>Fast food</b>	Makanan cepat saji
<b>Quick glance</b>	Pandangan sesaat
<b>Heavy rain</b>	Hujan Deras
<b>Big Failure</b>	Kesalahan Besar
<b>Rich culture</b>	budaya yang kaya
<b>Fast car</b>	Mobil yang berkecepatan tinggi



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#### 4. Noun + verb

The verb names an action characteristic of the person/things designated by the noun. For example, alarms go off; bees buzz; bomb explodes predictable combinations, such as boxers' box, dancers dance is considered free combinations.

#### 5. Noun + noun

This type of collocations indicates the unit that is associated with a noun

- a. Larger unit to which a single member belongs. For example, a herd of buffalo, a bouquet, etc.
- b. The specific, concrete, a small unit of something larger, more general. For example, a bit of advice, an article of clothing, etc.

#### 6. Adverb + adjective

The meaning of most adverbs in this combination is "very." For example: deeply absorbed, closely acquainted, hopelessly addicted, etc.

#### 7. Verb + adverb

For example: appreciate sincerely, argue heatedly, etc.

### 2.5 The Importance of Collocation

Collocation is one of the most important aspects of the acquisition. Further more, free and easy combination are attributed to extra-linguistic structures of

reality such as nights and blue skies, and others. They "are easily linked to the substantial and substantial meanings of the words in question (Robins 2000, p.56).

However, the same conceptual meaning can be manifested in different words, so people talk about a strong car, but have strong coffee; and rancid butter, but the eggs are dull. This lack of collocation requires greater attention from Teachers and English learners. Especially for a Teacher or Lecturer that Teaching English, the Collocation must be an integral part of vocabulary teaching. As an English Learner, he needs to recognize the importance of Collocation in the acquisition of words and to pay more attention to the proper use and placement of Collocations.

Richard (1985, p.183) said that there must be something to summarize about how to master a word:

1. The importance of knowing the frequency of words in spoken and written language;
2. Know the grammatical pattern of a word;
3. Knowing the network how often to use it in other words. Among the three criteria, the latter two have to do with our discussion. But these criteria are important because they show the importance of deepening a word's comprehension.

As far as Collocation is concerned, the importance of English Teaching and Learning is embodied in that aspect. The importance of Collocation is considered in learning to see the extent to which a Student of University relies on Lexical Cohesion.

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Collocations cannot be separated from English Language since there is no natural English without collocation. Students who prefer to use this collocation will make their speech and writing sound much better and natural like a native speaker. Most of single words in the English Language will appear some meaning, especially in more common words.

The exact meanings in the context are established by that context, with surrounded word and combined word (collocation), (Lea, 2003). In this learning, collocation has the advantages to study such as making English Language sounds more natural and effortlessly understood, has their self-rich ways to express the idea in written and spoken, improve speaking and writing style and easier for brains to remember and use fix combination word (word variations) than single word.

### 2.6 Encouraging Students to be Aware of Collocations

Lewis (1993) stated that collocational knowledge is crucial for language acquisition. He also claimed that a central element of language teaching is raising students' awareness of and developing their ability to chunk language successfully. It is essential to make students aware of collocations. EFL /ESL learners have a problem of mother-tongue interference on top of many other problems in learning English as a foreign or second language. Thus, teachers should know how to introduce collocations in their class. Conzett (2000) has suggested methods for doing this:

1. If learners' ability is not very limited, teach them the definition of collocation.



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2. If the ESL textbook does not give the importance of collocation, teachers ought to adapt the text by adding ideas and exercises about collocations in their classroom activities.
3. Instruct collocations in a meaningful context.
4. Ask questions to reinforce the collocations learned and have the repeated to register them in learners' memories.
5. Teachers should pick up vocabulary textbooks because learners can notice that there are a variety of lexical items related to one idea.
6. Teachers should encourage students to learn collocations when reading and have them make a list of lexical words and their collocates.
7. In writing class, teachers may introduce some collocation related to the topic and ask learners to use them in the writing class.
8. Teachers should suggest learners to recheck their writing for accuracy and invigorate them to use a collocation dictionary.

Actually, there are many beneficial ways of teaching collocation. It is important for teachers themselves to choose what methods are appropriate for their students. The main point is to raise the learners' awareness of the importance of collocation.

#### 2.7 Common Collocation Error

Collocations are very common in English language and learning them is very important to improve the skill of speaking or writing. Collocations sound natural to native speaker, so the more collocations we know and use, the more

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natural to native speaker, so the more collocations we know and use, the more natural our English will sound.

The collocation mistakes cannot be separated in this learning. Fitikides (2002) shows that the common mistakes in English are misused form, unnecessary words, misplace words, confused word, collocation, and incorrect omission. In this section, the collocation mistakes caused by several things, such as:

1. Native Language Influence. English as a second language collocation knowledge interferes with the learning of English collocations thereby leading to the making of errors because of the differences in the systems of the two languages. According to Shitu (2015) stated “*research evidences have shown that Nativelanguage / Mother Tongue transfer is a cause of collocation errors among EFL and ESL learners*”.
2. Learning Strategy Types. The uses of certain learning strategy types e.g. synonym, repetition and overgeneralization by learners have negative effect on the acquisition of English collocation among EFL and ESL Learners. Shitu (2015) argues that “students studied tend to substitute a word in Second language with a synonym in the First Language thereby leading to errors”. However, Synonyms are words that are similar in meaning yet, there are no perfect synonyms in the English Language, Therefore, learners who have limited proficiency in English Language use this strategy because they lack of knowing collocation concept.
3. Lack of Collocation Competence. A factor that learners’ lack of knowledge of important collocates is about the key words that they used in writing.

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Based on Hill (2000) stated that there were wrong choices of verb which are indicative the lack of collocation competence.

4. Lastly, causes of collocation errors are: approximation ignorance of rules restrictions, false concept hypothesized and others.

The process of language learning involves the making of errors. Errors are the flawed side of learners' speech or writing. Dulay (1982 p138) stated that the learners tend to produce inappropriate sentences. This phenomenon is actually something which is normal as Dulay believes that anyone cannot learn language without first systematically committing errors.

Corder stated that errors are divided into two kinds. They are systematic error and unsystematic errors. Systematic errors are caused by a lack of knowledge of the language, whereas unsystematic errors are caused by memory lapses, physical states such as tiredness, and physical condition such as strong emotion. Richard further also classifies learner's error into error of performance and error of competence.

Errors of competence resulted from the application of rules which do not correspond to the target language norm is characteristically systematic, whereas errors of performance which are the result of mistake in language and manifest themselves as repeats, false starts, correction or slips of the tongue is characteristically unsystematic.

As the researcher's concern is investigating collocation errors, it is essential not to neglect what linguists contribute to the area of errors. Errors have become a field of interest not only for teachers but for linguists and psychologists



as well. Dulay, H. and Burt, M. (1974) state that errors have played an important role in the study of language acquisition in general and in examining second and foreign language acquisition in particular. In the applied linguistics community, it was Gorder, S. (1967) who first advocated the importance of errors in language learning process.

From the errors that learners make, one can determine their level of mastery of the language system. He observed that the learners' errors are indicative both of the state of the learners' knowledge and the ways in which a second language is learned.

## 2.8 Role of the Native Language in Dealing with Collocation

As indicated previously, one of the primary sources of errors produced by non-native speakers is the interference of the native language. The mother tongue interference is focused on chiefly by linguists Mahmoud, A. (2005) pointed out that the availability of the native language to the foreign language learners brings about a difference between the mother tongue and other tongues in the sense that the native language is an additional source of linguistic knowledge. Littlewood, W. (1984) illustrated that learners use their previous mother tongue experience as a means of organizing the second or foreign language data and to make sense of such new experience. This means that learners do not have to discover everything from zero.

Supporting this point, Bahn, J and Eldaw, M. (1993) noted that learners seem to rely on the strategy of transfer in dealing with collocations due to the differences between the two languages. Collocations that are different in the learners' mother

longue and the target language are subjected to the phenomena of negative language transfer.

The greater the differences, the more acute the learning difficulties will be.

Conversely, collocations that are fully equivalent in the learners' mother tongue and target language give rise to phenomena of positive language transfer and do not need to be specifically taught.

## 2.9 Writing

Writing is the fluid process created by the author as they work. The Author who finishes moving back and forth between stages of the process, consciously or unconsciously. However, they benefit from structure and security following the writing process in their writing. The ability to write, read, and speak is important because people read, write, and communicate in English nationally and internationally today. In language teaching and learning, one of the most important skills is the ability to write correct sentences grammatically.

Students should write sentences with tense, agreement, form words, articles, prepositions, and appropriate grammar aspects. Students should know that grammar is the most important in English. If they mispronounce the word or use the wrong punctuation, people will not understand what is written. Therefore, students should use grammatical structures appropriately, meaningfully, and appropriately in writing (Herrero, 2007, p. 2).

Writing cannot be called a simple skill. Several steps must be done to create good writing. In the process of writing, Students must know the four basic writing phases: planning (pre-writing), the compilation (writing), revision

(redrafting), and editing. First, planning (pre-writing) is the stage of collecting ideas and information and generating them into written drafts. At this stage, Students learn group brainstorming, clustering, rapid free writing, and WH-questions.

Stepping to the second stage, Students had to draft their writing. They can eliminate and control the ideas and information they get into support and key examples. Students may delete and add ideas until they are finished. At this stage, the Students are not preoccupied with the precision of grammar or neatness of the draft. Then, students need to revise their drafts to improve global content and organize ideas so that readers can understand what the author's intentions are.

The last stage is editing. Students are involved in clearing their text. They edit their work for grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual material (Seow, 2002, p. 316). Therefore, as students write better, the better their chances of being a good writer.

A writer should consider how to convey his idea with the aim that readers can easily understand it. For readers to reach the ideas conveyed by the author, they need to do good writing, and to do good writing, the writer must consider the most important aspect of his writing.

According to Brown (2007, p. 413), the writing aspect includes content (thesis statement, related ideas, development ideas, description use, cause / effect, comparison / contrast), organization (recognition effectiveness, logical idea sequence, conclusion, appropriate length), discourse, syntax, vocabulary, mechanics (spelling, punctuation, reference citations (if any), neatness and appearance.

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The ability to write text is the first thing Students need because the University's graduation prerequisite is the delivery of their final project report as a research product. Apart from that important role, based on the Researchers' survey, shows that many students cannot write even simple articles in English. The inability to write English articles with reasonable accuracy does not only happen to Indonesian students but also native English speakers, as stated by Celce-Murcia (2001), that many of them never really master this skill.

Actually, writing a final project report is not much different from writing other types of texts because it is a means of communicating ideas to others or readers, but a little different can be noticed here, wherein a research report an author starts with a final thesis question changed into a thesis statement (McMahan & Day, 1984).

From this thesis statement, the author will be able to develop the paper into several pages more clearly. The clarity of the text relies heavily on the author's way of organizing and expressing his thoughts as stated by Kern (2000) that in this study the writer must be able to think explicitly about how to organize and express thoughts, feelings, and ideas in a way that conforms to the imagined audience's expectations.

Besides, academic research or writing has a feature as an engagement to the views of others, meaning that the content, information, and organizing of texts are relevant to the reader's knowledge and interests thereby making the message understood. Oshima and Houge (2006) supported the Kern idea in which they mention

In academic writing, the author should also consider who the audience will read the writing, the tone of writing, and the purpose of writing.

In general, people who read academic papers are Scientists, Lecturers, Students or Researchers. Therefore, the tone of writing should be formal and serious. Writing should be based on the investigated knowledge to substantiate the argument.

Seow (2010) stated that the writing process consists of four stages, such as planning, preparation, revision, and editing. By looking at the writing process as mentioned above, to produce a good text takes time.

Writing is a very complex skill in which the writer has to ascertain whether the topic is appropriate, the structure and content are appropriate, whether the sentence in the paragraph is related to each other or any of the following paragraphs is logical from the previous one, so that it becomes a careful consideration for the Author to write the text or the final report of the project.

## 2.10 Previous Related Studies

The idea of writing this thesis based on seven previous types of research that provide relevant information about it.

### Research by Dr. Nafez Antonious Shammass (2013)

He conducted research entitled "*Collocation in English: Comprehension and Use by MA Students at Arab Universities.*" He said that This paper attempts to assess the understanding of Arab MA students and the use of collocations in four universities in Arabic. Testing these two factors depends on three

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questionnaires. The first consists of 20 collocations in Arabic for 96 respondents to be translated into English; the latter has 20 English collocations to be translated into Arabic. The third has 9 English collocations with four choices for each along with an equivalent Arabic translation, and respondents are asked to choose the best collocutor for each base. Respondents have no access to any reference. The findings indicate that the error in Questionnaire 1 is 1478 from 1920 (76.979%), 1218 from 1920 (63.437%) in Questionnaire 2, and 2712 of 3456 (78.472%) in Questionnaire 3 choice.

#### 2. Research by Firooz Namvar (2012)

The researcher conducted research entitled “*Analysis of collocations in the Iranian postgraduate students’ writings (2012)*”. He said that It is widely acknowledged that collocations play an important role in second language learning, particularly at the intermediate and advanced levels. The results showed that learners have difficulties with both lexical and grammatical collocations in their writing.

First language influence appeared to have a strong effect on the learners’ production of collocation. In addition, as language and culture are not separable, the cultural difference between the first language and target language caused students to come up with odd and unacceptable lexical collocations from the perspective of native speakers. The results indicated that learners are often not aware of the collocations and are not able to control their collocation production.



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**3 Research by Rio Rini Diah Moehkardi (2002)**

She conducted research entitled “*Grammatical and Lexical English Collocations: some possible problems to Indonesian learners of English (2002)*”. She said that it seems universally acknowledged in all languages that words often co-occur with another word (s) in units. However, they are not always freely combined or individually analyzable.

Their co-occurrences adhere to some grammatical principles. The English prepositional phrase, at the moment, for example, is subject to the grammatical choice of the preposition at rather than other random prepositions like on or in.

This confirms what has also been suggested by Kennedy (1990:216) that, to some extent, collocations are considered as "grammar in terms of vocabulary." Due to the complexity of English collocation, this paper is going to discuss the types of English collocations, their possible problems to Indonesian learners of English, and some solutions.

**4 Research by Mohammed Farghal (2007)**

He conducted research entitled “*Lexical Collocations in EFL Writing*” (2007). He said that the present study deals with collocations as a challenging feature of foreign language learning and as an integral component of communicative competence. It examines lexical collocations in Kuwait University EFL learners' essay writing.

The learner database consists of 100 essays written as final examinations for ENG 208 (Essay Writing). Collocational errors are first examined in terms of head type and collocation vs. collocation orientation. Then they are discussed

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in light of their etiology, i.e., whether they are the output of L1 interference or creative construction.

**Research by Ye Hong (2014)**

He conducted research entitled "*a study of collocations errors among Chinese learners of English (regarding Chinese college students of Tongji University in China*" (2014). He said that This study focuses on collocations errors among Chinese learners of English. The main purposes are:

- a. to describe and contrast the collocations of Chinese (Mandarin) and English;
- b. to explain the occurrence of the major types of errors of English collocations committed by the Chinese learners of English;
- c. to identify the areas of difficulty including the MT interference and hierarchy of difficulty encountered by the Chinese learners in the use of English collocations using CA and EA, to achieve these goals, both English and Chinese collocations are described and compared, which has been received little attention in the past. Learning strategies such as collocation strategy is important for learners in the learning of English vocabulary.

**Research by H. Saudin (2014)**

This study was written by H.Saudin (2014) with entitled the realization of collocation in EFL students' written texts across three proficiency levels. The main objective of this research was to investigate the realization of collocation

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in two ways: how collocation is precisely formed in written texts. The research design of this research was in depth analysis, and also resorted to quantitative instruments such as tables to display the profiles of the students' realization of collocation. Furthermore, widely qualitatively indicated that out of seven subtypes of collocation. Then, in this research was used two tools. The first one is *Oxford Collocations Dictionary for Students of English* and the second one is collocation checker.

The findings revealed that more collocations are used, and fewer mistakes are made because of the higher level of proficiency. In conclusion, the realization of collocation in two ways is related to the quality of writing.

#### 7. Research by Maryam Bahardoust (2012)

She conducted research entitled "*Lexical and Grammatical Collocations in Writing Production of EFL Learners*" (2012). She said that this research set out to evaluate the rate of collocations in Iranian EFL learners' writing production across L1 and L2. In addition, L1 interference with L2 collocational use in the learner's writing samples was studied. To achieve this goal, 200 Persian EFL learners at the BA level were selected. These participants were taking paragraph writing and essay writing courses in two successive semesters.

Results showed that the lexical collocations outnumbered the grammatical collocations. Different categories of lexical collocations were also compared concerning their frequencies in EFL writing production. The rate of the verb-noun and adjective-noun collocations appeared to be the highest, and noun-verb



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collocations the lowest. The results also showed that L1 had both positive and negative effects on the occurrence of both grammatical and lexical collocations.

#### 8. Research by Bella Gayatri (2018)

She conducted research entitled “*An Analysis of Collocation in Hillary Clinton’s Speech*” (2018). She said that is this research that discusses the types of collocation and the most dominant of collocation type used in a Hillary Clinton’s Speech. The research method applies qualitative descriptive. Collocation is one of the kinds of lexical cohesion that shows a pair or group of words that are often used together. The Findings show that there are 92 data used, which are divided into 61 data of grammatical collocation and 31 data of lexical one.

Finally, as the conclusion, the most dominant type is collocation English verb patterns of grammatical collocations which has 42 collocations or 68, 85% that base on context, by using the verb, Clinton emphasizes what she and citizens would do cooperatively to get better future of America especially in Warren. At the same time, the fewest one is a type of Adverb+ Adjective of lexical collocation which amounts only one sentence or 3,22% that occurs in context, Clinton conveys the blockage that makes America more competitive.

Based on the previous research above, that is why the seven researchers who have mentioned have researched Collocation — the importance of this study to find results of problems faced by students in writing.

This makes a strong reason the Researcher wants to research Student Writing, especially about the use of Collocation. The difference between the

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previous researches with the Researcher is the object of the study. The Researcher will research the theses written by students of the English Department of the Islamic University of Riau.

#### 9 Research by Amalia Faulien (2017)

The research was conducted by Amalia Faulien (2017) with the title Capturing the Use of Collocation in Argumentative Essay Writing on Second Semester Students in English Education Department of IAIN Surakarta, with the aim of this study was to analyze the types of collocation used by second semester students and the incorrect collocation made by the students in their argumentative essay writing. The research design was an analysis with descriptive qualitative approach. Furthermore, the instruments of this study were collected by documenting the types and incorrect collocation on the students' worksheet of argumentative essay writing.

Then, the data were analyzed by reducing the data, presenting the data and also analyzing the data by using Benson theory and taking the conclusion and verification. Therefore, based on the writer's findings that more types of collocation used by second semester students and the incorrect collocation is still low.

#### 10 Research by Agus Makmur (2015)

Agus Makmur (2015) conducted the research entitled The Analysis of Collocation in The Novel "The Lost Symbol" by Dan Brown. The aim of the study has described the types of collocation and the meaning of collocation in

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"the lost symbol" novel by Dan Brown. The design of this study was descriptive qualitative research deals with narrative. The method of the study was the documentation study method with the content analysis as the analysis of the data. The finding indicated that more words about 41 collocation as the finding of the study.

#### 11. Research by Rizkina Putri (2018)

This study was written by Rizkina Putri (2018) with entitled An Analysis of Collocation Used in Written Assignment (A study at the Department of English Language Education of UIN Ar-Raniry). The main objective of this research was to find out the types of collocation that students dominantly make mistake in writing assignment and to discover the students' strategies in solving the problem in understanding collocation. Then, in this research was used qualitative as research method and also in collecting the data was used the students' written assignment in using collocation and the interview.

The findings revealed that there are 42 mistakes which consist of verb + noun 29 mistakes, adjective + noun 8 mistakes, and verb + adverb 5 mistakes. In addition, the interview result showed that the students' strategies in solving the problem of understanding collocation by many aspects.

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## CHAPTER III

### METHODOLOGY

In doing this research, the method has an important role in order to solve the problem for answering the research question. In this chapter, the classification about; (1) research design; (2) Population and Sample; (3) sources of data; (4) instruments of the research; (5) technique of collecting data; and (6) technique of analyzing data.

#### 3.1 Research Designs

This Research uses a Qualitative Research design. The qualitative research everyone can do the research in one large dimension of social world, texture of life, understanding, experiences and discourse or relationship work. In researchers' understanding, qualitative is the method that is used in social science to work with non-numerical data and usually help people in understanding about social analysis.

Need to know in doing the text content analysis, there are several steps to follow. Cohen, Manion, and Marrison (2007) mention that content analysis consists of four "C" processes, namely coding, categorization, comparison, and closing. Encoding is used to reduce or simplify data while emphasizing their specific features to connect it to a broader concept, e.g., category, whereas "code" is simply a label attached to a plot of the text intended to make certain pieces of information manageable and easy to set up."

In addition, categorization refers to the development of meaningful categories where words, phrases, sentences, etc. because the unit of analysis can be

grouped and compare and make relationships between categories. To illustrate the theoretical considerations based on the text and the results.

### 3.2 Population and Sample

#### 3.2.1 Population

According to Sugiyono (2010) that the population is a group consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied / analyzed and then conclusions are drawn. Another matter with the opinion Creswell (2008) says that the population is a group of individuals who have the same or relatively similar characteristics, where the population is known as the universe in question, namely the whole object, element or element whose attributes will be examined. He added that populations can also be anything like living things, such as; humans, animals, plants and so on or can be inanimate objects as long as the attributes can be measured.

There are two types of population, namely infinite populations (populations that are not limited / difficult to determine with certainty) and finite populations (populations whose numbers can be known and identified with certainty) (Herdiansyah, 2009). As the expert opinion that the ideal research is research that involves the existing population as a whole. Theoretically, the statement is correct and can be justified.

However, according to Harris (2010) it is difficult to do in practice because there are several situational reasons that make it difficult to use the entire population in a study, including; 1) The population is too large is very difficult

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because it is very time consuming, 2) limited research time. A large population will use a long time, and it is inefficient when compared with limited research time, 3) limited human resources or it can be said that a large population will require a large amount of energy.

The population in this study is 918 theses of Undergraduate Students of the English Department of the Islamic University of Riau. Based on the previous explanation, researchers only took a limited population, because researchers limited research time, limited human resources and also the lack of efficiency of researchers to examine all existing populations.

Furthermore, to anticipate some of these things, we need a way so that the researchers conducted still get maximum results and can be imposed on the entire population, namely by taking a portion of the population that has the same type of research. That is known as, "sample".

### 3.2.2 Sample

The sample is a portion of the population that has the same characteristics as the population. In order for the selected sample to represent the population and the results imposed on the sample which can also be generalized to the population, we need a certain technique that is adapted to the situation, conditions, and interests of the research conducted. The sampling technique is called sampling / sampling technique, which means the sampling technique that provides equal opportunities for each population to be selected as a sample.



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According to Sugiyono (2010) that this technique has various types, including; simple random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, area sampling (cluster) sampling. Suharsimi Arikunto (2006) states that the sample is part or representative of the population to be studied. However, in determining qualitative research, in broad outline the researcher uses a non-random sampling technique known as non-probability sampling / non-random sampling, which is a sampling method where each individual does not have the same possibility of being selected.

According to Harris (2010), non-random sampling is specified in 3 techniques, including; Accidental Sampling, Quota Sampling and Purposeful Sampling. So, in this study, researchers chose the Purposeful Sampling technique in non-random sampling which meant that the technique was based on the types / characteristics of the samples chosen according to the purpose of the research to be conducted.

According to Creswell (2008) suggested that there are nine sampling strategies in purposeful techniques that can be chosen of these nine, researchers chose to use sampling with maximum variation. Sampling with maximum variation (maximal variation sampling) is a purposeful sampling technique when researchers look for samples of cases or individuals who have differences in terms of types / characteristics. Then from these differences will be obtained a variety of perspectives or the results studied. Sampling technique with maximum variation is a technique that is carried out before data collection.

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The first step is to identify the character under study, then the researcher looks for the sample of the researcher or the location that can be investigated to provide a different perspective of these characteristics. E.Kristi Poerwandari (2005) stated that qualitative research emphasizes that the large number of samples is not a top priority, and also does not guarantee high accuracy, validity and success in qualitative research.

This study took Undergraduate Students of the English Department of the Islamic University of Riau between 2014 to 2018 with a total sample of 9 samples that were targeted for research and considered capable of representing the total sample size. Another reason researcher used 9 samples in determining the size of the sample size because:

- a) The number of students' theses may not all be taken as a sample because of time constraints.
- b) Has completed the quality criteria of qualitative research. According Simon Kitto (2008: 243-246) that quality criteria in qualitative research is a scientific activity to collect data systematically, sort it according to certain categories, describe, and analyze. Therefore, analyzing 9 theses written by Undergraduate Students of the English Department of the Islamic University of Riau as a sample has completed all the criteria of qualitative research.

In this research, the researcher chooses nine theses with the reason that nine theses were enough to research, and each type of research would have three theses, namely; Classroom Action Research, experimental research and

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correlation research. It also would make it easier to compare and count them.

However, the researcher took 9 theses taken as the sample for this research.

**Table 3.1 theses taken as the sample for this research**

No	Title	Year	Research Design
1	The Correlation Between Vocabulary Mastery and Listening Skill of Short Conversation of the Second Year M.A Hidayatul Rahmah Selat Panjang	2015	Correlation
2	The Correlation Between the Second Year Students` Problems in Writing and Their Personal Recount Text at SMP Tri Bhakti Pekanbaru	2014	Correlation
3	The Correlation Between School Facilities and Students` Learning Interest at SMPN 2 Siak Hulu	2017	Correlation
4	Improving Students Speaking Ability by Using Role-play (A Classroom Action Research) of Second Year of SMA PGRI Rengat	2015	Classroom Action
5	Improving Students Reading Comprehension of Descriptive text by Using Jigsaw Technique of SMP Negeri 1 Kampar Kiri Tengah	2015	Classroom Action
6	Improving Students` Achievement in Writing Recount Text Through Personal Letter for the Second Year Students of MTS in Bukit Raya Pekanbaru	2014	Classroom Action
7	The Effect of Self-Monitoring Approach to Reading and Thinking (Smart) Strategy Toward Students` Reading Comprehension at the Second Year in SMPN 25 Pekanbaru	2016	Experimental
8	The Effect of Cross Word Puzzle Towards Vocabulary Mastery of the Second Year Students at SMPN 1 Pangkalan Kerinci	2017	Experimental



The Effect of Youtube Media Toward Students` 2018 Experimental  
Vocabulary Mastery of the Fifth Grade at SDN 129  
Pekanbaru

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### 3.3 Source of Data

The sources of the main data obtained from document. The data was taken in the first chapter of 9 theses written by Undergraduate Students of the English Department of the Islamic University of Riau written between 2014 till 2018. The researchers chose the Purposeful Sampling technique in non-random sampling which meant that the technique was based on the types / characteristics of the samples chosen according to the purpose of the research to be conducted.

However, in determining qualitative research, in broad outline the researcher uses a non-random sampling technique known as non-probability sampling / non-random sampling, which is a sampling method where each individual does not have the same possibility of being selected. According to Harris (2010), non-random sampling is specified in 3 techniques, including; Accidental Sampling, Quota Sampling and Purposeful Sampling. On the other hand, this data was obtained by the copies of documents that related to this research.

#### 3.3.1 Documentation

To collect the data for this research, the researcher did the following steps. First, researchers went to the University to consult with the head of study program. Second, the researcher took 9 theses as the sources data which is to analyze the use of grammatical and lexical collocation.

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Then, the researcher started to analyze based on the 9 theses written by Undergraduate Students of the English Department of the Islamic University of Riau. Based on Sutopo (2002) that the data source in the descriptive research could be human, events or activities, places or locations, things, various pictures and records, documents and achievements.

Besides, there are five instruments that can be used on qualitative research; observation, interview, questionnaire, documents and audiovisual material. Therefore, the sources of the data in this research as follows the researcher will only use the instrument to collect data that are Thesis of English Students of the Islamic University of Riau or can be said as a document based on 9 theses, with the following explanation:

The Researcher can use the Thesis for review as a data collection technique to determine some of the things that are sought. So, the Researcher will sort the theses with the following verification:

1. The Theses analyzed is the most recent thesis in the year 2014 - 2018.
2. The Researcher was chosen for three types of research, which consist of Experiment, Correlation, and Classroom Action Research. each type of research there are three pieces of theses
3. The data analyzed chapters 1 in this chapter; more sentences are written by students themselves.

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### 3.4 Techniques of the Analyzing Data

According to Patton, data analysis is the process of arranging the order of the data, organize into a pattern, category, and description of the basic unit. Meanwhile, Taylor defined data analysis as a process of detailing a formal effort to find a theme and formulate a hypothesis (idea) as suggested and as an attempt to provide assistance and theme of the hypothesis.

If assessed, essentially the first definition is more focused organizing data while the second emphasizes the intent and purpose of the data analysis. Thus, these definitions can be synthesized into: organizing data analysis process and sort the data into patterns, categories and basic units of description that match the theme and can be formulated as a working hypothesis based on the data.. The method of analyzing data is an effort made to classify, categorize data and grouping/synchronize the data that must be based on the objectives of the study (Mahsun, 2017:253).

The data analysis method is performed by the content analysis method. The researcher uses this method because all data are analyzed in the form of words and sentences. Bryman (2004) stated that it is probably the most prevalent approach to the qualitative analysis of the document.

The Techniques of Analyzing Data in this study was used in nine theses written by Undergraduate Students of the English Department of the Islamic University of Riau. The Researcher has analyzed the use of Collocation. The steps of the data analysis technique are as follow:

1. Reading chapter 1 of each the theses.

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2. Identifying the sentences and underlining words that are categorized as collocation.
3. The researcher is classifying the words into each type of collocation.
4. computing the percentages of the collocation's occurrences
5. Finding the most dominant of the data by using Nawawi's formula
6. Identifying collocation errors made by students.
7. Grouping and classifying these errors into categories
8. Computing the percentages of the error's occurrences
9. Giving examples for every type of collocation errors
10. Giving explanations for the occurrence of these errors
11. Concluding.

In order to get the percentage of data that are found as well as the most dominant type of collocation, the writer applies a Nawawi's method (1991), the following is the formula:

$$\frac{X}{Y} \times 100\% = N$$

Noted:

Y = Total number of all data

N = Percentage of each collocation type

X = Number of each collocation type

Then, for the percentage of error collocations were calculated by using the following; formula proposed by Sudjana (1991);

$$P = \frac{F}{N} \times 100\%$$

Where:

*P* = Percentage of error items

*F* = Frequency of error items

*N* = Total Number of items

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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter discussed the conclusion of this research. After the researcher analyzed the data in the previous chapter, in this chapter, the researcher described the conclusion which is related to the research about the use of grammatical and lexical collocations in the thesis written by Undergraduate Students of the English Department at Riau Islamic University.

These were done to answer the research questions. As described at the end of 1.3, this study was designed to answer these questions:

1. What types of collocations are commonly used in theses written used by Undergraduate Students of the English Department at Riau Islamic University?
2. What types of collocation errors are commonly made in theses written by Undergraduate Students of the English Department at Riau Islamic University?

Both of the questions were answered based on the data collected. The chapter also discussed the suggestion for the next studies.

#### 5.1 Conclusions

The researcher concluded this research based on the question above. The research above explained the use of grammatical collocations and lexical collocations in theses written by Undergraduate Students. There are 142



grammatical collocation words which has been found in 9 written theses by Undergraduate Students majoring in English at the Islamic University of Riau consist of 8 grammatical collocation types.

From the 142 grammatical collocation words the dominant in the Noun + Preposition combinations collocation type of which 56 words were found in their use. This indicated that the dominant of grammatical collocation that used in theses written is Noun + Preposition combinations. and of the 142 grammatical collocations found, 40% of the errors were found in the Noun + to + infinitive collocation type.

Then, in the lexical collocation types, the researcher has been found there are 194 lexical collocation word. It surprisingly, because as the result the highest percentage was 126 words Adjective + noun, which is included in the type of lexical collocation which consist of 7 lexical collocation types, along with the lowest percentage was 0% on Noun + Verb and Adverb + Adjective which is both of them included in the type of Lexical collocation.

Furthermore, the most collocation errors made by students in their theses are (1) Verb (usually transitive) + noun / pronoun (or prepositional phrase), there are 3 collocations and 1 of them is incorrect. (2) Verb (meaning eradication and or annihilation) + a noun there is 1 collocation and with any incorrect collocation. (3) Adjective + noun, there are 126 collocations and 11 of them are incorrect. (4) Noun + verb, no collocation usage was found in this type. (5) Noun + noun, there are 60 collocations and 3 of them are incorrect. (6) Adverb + adjective, no collocation

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usage was found in this type. (7) Verb + adverb, there are 5 collocations and 2 of them are incorrect.

As the conclusion, the most widely used lexical collocation in student' theses were adjective + noun, which is included in the types of collocation. and of the 195 lexical collocations found, 28,5% of the errors were found in the Noun + that + clause collocation type. Collocation is not possible to stand alone, but it can also change the meaning of the collocation itself.

Obviously, changes in the meaning of collocation mean the sentence structure contained in the written text because actually the word collocation does not only have one meaning but there are many meanings of the word collocation which mean that the meaning of collocation needs to be known especially in the rules of collocation. That is why; there is a need to understand the use of grammatical and lexical collocations in thesis writing.

## 5.2 Suggestions

After the researcher analyzed, then gave the concludes, some suggestions can be submitted to English Department lecturers, students, and other researchers who are interested in doing similar research, as follows:

### a. Lecturer

English department lecturers should know and understand that lecturers must improve students' academic writing competence through many writing practices. In addition, they must also explain grammatical and lexical collocation

with several examples that will help them learn how to apply collocation to connect one sentence to another or from one paragraph to another to form a unified text. It also needs to mark that students are still experiencing difficulties in understanding the types of grammatical and lexical collocations that affect the messages conveyed in the text which can cause misunderstandings.

Therefore, increasing students' grammar mastery is also very important to enable students to write academic papers well. It is also suggested to English study programs to make rules to check students' theses before they take a thesis examination. It hopes can support the lecture effort in carrying out their responsibility while teaching and learning process.

## b. Students

Overall, this research must be developed more broadly, especially in qualitative research to find out more about grammatical and lexical collocations in academic and non-academic paper especially writing skill. Outwardly, every human utterance, especially the statement of collocation and communication is very much we say without us knowing, it is due to our lack of knowledge about it. Therefore, students must deeper understand about all the rules and types of collocation.

Besides that, the word collocation is not very easy to determine the type of collocation or structure the meaning of the word collocation because the word collocation can stand alone without any connection with other words in the sentence, so that making the meaning of collocation or meaning of the structure must be more careful in choosing other meanings as the basic meaning of the word.

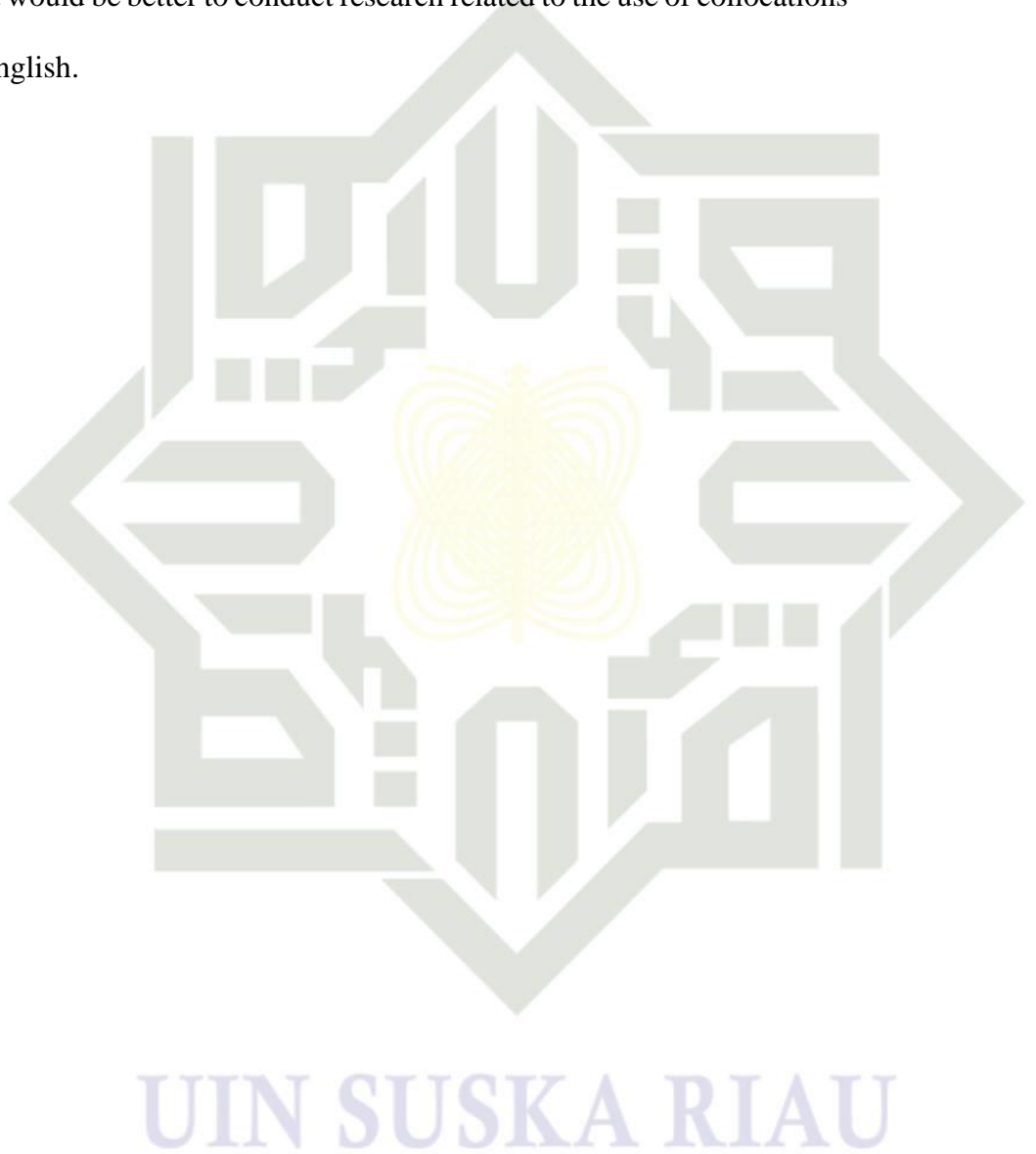


### c. Further Researcher

For next researchers interested in conducting similar research, it is suggested that they need to vary the written text, not only for the thesis but also for others. Furthermore, it would be better to conduct research related to the use of collocations in writing in English.

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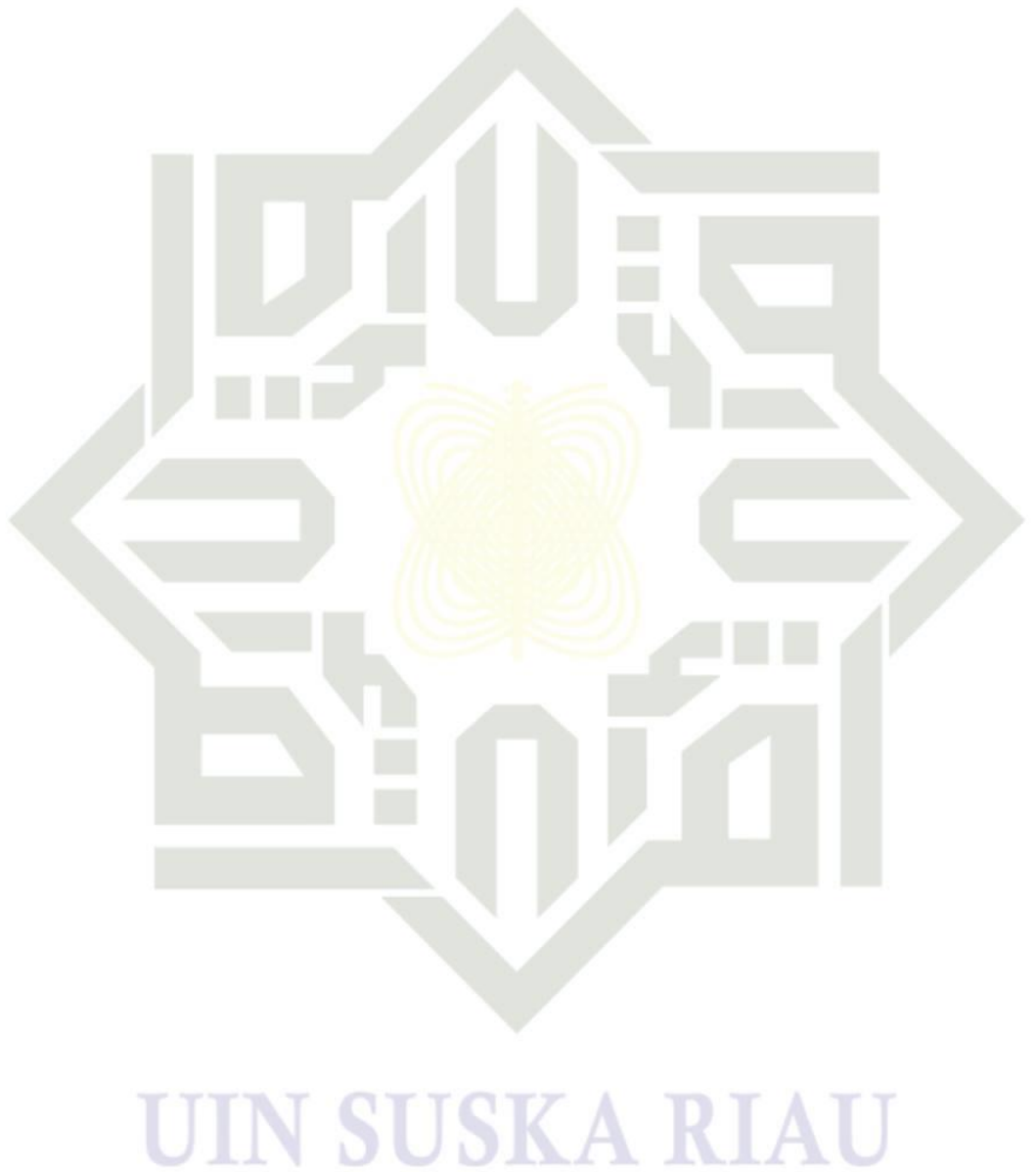
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## Appendix

### The type of Grammatical Collocation

**Table 6. G1/Noun + Preposition Combination**

Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	Education is as a <i>process in</i> developing	Process	in	1	4
	That conducting the <i>research in</i> this area	Research	in	4	48
	The <i>correlation between</i> vocabulary mastery	Correlation	between	4	49
	The research <i>focuses on</i> vocabulary mastery	Focuses	on	6	66
	Is there any significant <i>correlation between</i> vocabulary mastery	Correlation	between	6	70
	There is <i>correlation between</i> student's vocabulary mastery	Correlation	on	7	71
	There is significant <i>correlation between</i> student's vocabulary mastery	Correlation	on	7	77
	There is no significant <i>correlation between</i> student's vocabulary mastery	Correlation	on	7	78

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2	The researcher focuses on listening short conversation	Correlation	on	9	91
	Actually, there is <i>similarity between</i> recount and	Similarity	between	3	26
	Both of them <i>focus on</i> series of event	Focus	on	3	27
	Interested in conduction the <i>reserach on</i>	Research	on	3	39
	The <i>correlation between</i> the second year students	Correlation	between	3	39
	In this research <i>focuses on</i> correlation	Focuses	on	4	45
	The <i>correlation between</i> the second year students	Correlation	between	4	45
	Is there any <i>correlation between</i> the second year	Correlation	between	4	46
	there is no significant <i>correlation between</i>	Correlation	between	5	47
	there is a significant <i>correlation between</i>	Correlation	between	5	48
	To find out the <i>correlation between</i> the second year	Correlation	between	5	51
	The problem is the <i>gap between</i> the reality	Gap	between	6	50
	Used to build the <i>relationship between</i> the writer	Relationship	between	7	65
3	Will have an <i>effect on</i> student learning	Effect	on	1	5



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State Islamic University of Sultan Syarif Kasim Riau	4	Sense of <i>interest in</i> an activity thing	Interest	in	1	6
		The stronger the <i>interest in</i> cultivating	Interest	in	1	8
		Cultivating <i>interest in</i> learning the school student	Interest	in	1	8
		The researcher <i>interest in</i> carrying out	Interest	in	3	23
		Find out the <i>correlation between</i> school facilities	Correlati on	between	5	34
		Based on the <u><i>background above</i></u>	Backgro und	above	5	35
		Is there <i>correlation between</i> school facilities	Correlati on	between	5	35
		To find out is the <i>correlation between</i> school facilities	Correlati on	between	5	36
		To determine the <i>correlation between</i> school facilities	Correlati on	between	5	37
		According harjana (1994) <i>interest in</i> learning is	Interest	in	6	41
5	6	What they have <i>found in</i> the dictionary	Found	in	2	14
		Making student more <i>interested in</i> the classroom	Intereste d	in	2	20
		Help in acquiring <i>fluency in</i> target language	Fluency	in	3	34
5		In this case students still <i>difficult in</i> indetifying	Difficult	in	6	67
6		-	-	-	-	-

7	Strategy intruction should <i>focuses on</i> making	Focuses	on	1	7
	The reader connecting <i>information from</i> the written	Informati on	from	2	13
	It involves many <i>interactions between</i> readers	Interacti ons	between	2	27
	Its <i>guidance in</i> teaching and learning	Guidanc e	in	3	29
8	The researcher <i>focuses on</i> using vocabulary Crossword Puzzle.	Focuses	on	3	24
	This researcher <i>focuses on</i> using vocabulary	Focuses	on	3	24
	The research <i>focused on</i> the problem	Focused	on	3	27
	Learning process which <i>focused on</i> the meaning	Focused	on	3	27
9	A <i>tool for</i> communication	tool	for	1	1
	The students get <i>difficulties in</i> recognizing words	Difficulti es	in	2	22
	The student have <i>problem in</i> remembering words	Problem	in	2	22
	The student get <i>difficulties in</i> understand	Difficulti es	in	2	22
	The student get <i>difficulties in</i> understand	Difficulti es	in	3	22
	To improve their <i>interest in</i> following english class	Interest	in	4	44
	The student get <i>difficulties in</i> recognizing word	Difficulti es	in	5	49

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The student get <i>difficulties</i> in understand	Difficulties	in	5	49
The student get <i>difficulties</i> in pronouncing word	Difficulties	in	5	49
The student get <i>difficulties</i> in writing word	Difficulties	in	5	49
The researcher only <i>focuses</i> on the use of youtube media	Focuses	on	6	58
This strategy <i>focus</i> on multimedia presentation	Focus	on	6	60

**Table 7. G2/ Noun + to + infinitive**

Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	-	-	-	-	-
2	It <i>need to study</i> hard	Need	To study	1	9
3	Thus it will help <i>students to facilities</i>	Students	To facilities	1	10
	Used by <i>students to carry out</i> the teaching	Students	To carry out	2	17
	Tendency of the <i>heart to learn</i>	Heart	To learn	6	41
4	-	-	-	-	-
5	-	-	-	-	-
6	Student use a latter as <i>media to express</i>	Media	To express	5	46
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-



**Table 8. G3/Noun + that-clause**

Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	The problem of the a <i>country</i> <i>that make</i> its societies left behind	Country	That make	1	5
2	-	-	-	-	-
3	The facilities is <i>tool that supports</i> learning in school students	Tool	That supports	1	4
	In review of the <i>factors that support</i> the success	Factors	That support	4	26
	About the <i>factors that affect</i> interest in learning	Factors	That affect	6	39
	The completeness of <i>facilities that support</i> learning students	Facilities	That support	6	40
4	-	-	-	-	-
5	-	-	-	-	-
6	It is the <i>evidence that personal</i> letter it tough for the eight graders	Evidence	-that personal letter	3	18
7	-	-	-	-	-
8	-	-	-	-	-
9	To find out <i>one method that can help</i> the student	One method	That can help	4	34

**Table 9. G4/Preposition + noun combinations**

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Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	However <i>in fact</i>	In	fact	3	32
	Vocabulary <i>in term of</i> education	In	term	6	67
2	Trying put your ideas <i>on paper</i>	On	paper	1	7
	Recount text emphasizes <i>in detail</i> of events	In	details	3	28
	The students activities <i>in classroom</i>	In	classroom	7	60
3	The availability <i>of library</i> with complete reading books	Of	library	1	9
	<i>In process</i> of teaching and learning	In	process	2	14
	Learning facilities will help students <i>in learning</i>	In	learning	2	22
	Based on the background <i>of problem</i>	Of	problem	4	25
	The interest <i>of students</i> learning SMPN 2 siak hulu	Of	students	4	25
	This is <i>in review</i> of the factors	In	review	4	26
	Based of the background <i>of problem</i>	Of	problem	5	34
4	Confidence to speak <i>in front</i> of the class	In	front	2	12
	<i>In pairs</i> . Assign roles	In	pairs	2	23
	Very often teach the grammar <i>in isolation</i>	In	isolation	4	53

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5	Confidence to speak <i>in front</i> of the class	In	front	4	58
	Information flow <i>on science</i>	On	science	1	1
6	Applying this technique <i>in classroom</i>	In	classroom	5	53
	Her competence <i>in grammar</i>	In	grammar	4	30
7	Series of events <i>in sequence</i>	In	sequence	8	67
	Main idea <i>in paragraph</i>	In	paragraph	4	40
	the student uncomfortable <i>in class</i>	In	class	5	50
	Especially <i>in term</i> of learning	In	term	6	57
8	Especially <i>in term</i> of the effect	In	term	7	58
	And then use it <i>in sentences</i>	In	sentence	1	1
9	Teacher should be <i>in accordance</i>	In	accordance	2	17
	<i>In addition</i>	In	addition	3	23
	And choosen <i>in form</i> of cartoon	In	form	4	38
	Many advantages <i>in helping</i>	In	helping	4	43

Table 10. G5/Adjective + preposition combinations

Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	<i>Based on</i> the description above	Based	on	1	7



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English as one of the compulsory <i>subject in</i>	Subject	in	1	8
	Based	on	3	28
	Based on	On	4	44
	Based on	On	4	48
	Difficult	In	5	50
	Based on	On	6	70
	Difficulties	In	7	72
	Difficulties	In	7	75
The students are <i>involved in</i> creating	Involved	In	2	19
	Based	On	2	20
	Based on	On	2	21
	Based on	On	3	29
	Interested	In	3	39
	Based on	On	4	40
	Aware	In	6	55

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3	The writing <i>involved in</i> the story	Involved	In	7	64
	Has been <i>Personally in</i> and may be used	Personall y	In	7	65
	Connectors that is <i>used in</i> telling the story	Used	In	8	76
4	Certainly, very <i>influential on</i> learning outcomes	Influenti al	On	2	21
5	-	-	-	-	-
6	<i>Based on</i> curriculum of the eight grades	Based	On	2	8
	<i>Based on</i> the setting above	Based	On	6	54
7	The students more be <i>attractive in</i> reading skill	Attractiv e	In	1	11
	<i>Based on</i> the quotation above	Based	On	3	28
	<i>Based on</i> curriculum 2006	Based	On	3	29
	<i>Based on</i> researcher observation	Based	On	3	32
	Therefore, based on the description	Based	On	4	38
	<i>Based on</i> the indentification	Based	On	5	51
8	<i>Based on</i> the researcher observation	Based	On	2	14
	<i>Based on</i> the problem above	Based	On	2	20
	<i>Based on</i> the explanation in the background	Based	On	2	21
9	The students get <i>difficulties in</i> writing	Difficulti es	In	3	22

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Based on the theme in syllabus	Based	On	4	38
Based on the description above	Based	On	5	46
Based on the primary explanation	Based	On	5	48
Based on the setting of the problem	Based	On	6	57
Vocabulary is <i>important for</i> the students	Important	For	8	75
It is more than <i>grammar for</i> communication purpose	Grammar	For	8	77

**Table 11. G6/Predicate adjective + to + infinitive**

Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	-	-	-	-	-
2	-	-	-	-	-
3	It is <i>necessary to make</i> effort to provide	Necessarily	To make	1	3
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-

**Table 12. G7/Adjective + that clause**



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Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	It is <i>clear that education</i> is one of important part	Clear	That education	1	7
2	It is <i>clear that beside</i> having importing role	Clear	That beside	1	8
	It can be <i>said that writing</i> is a complex	Said	That writing	1	23
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	It is <i>clear that the students</i> of junior high school	Clear	The the students	3	28
	It is <i>clear that there are some problem</i> involved	Clear	That there are some problem	5	51
8	-	-	-	-	-
9	It is <i>clear that there are many problem</i>	Clear	That there are many problem	6	57

Table 13. G8/Collocational verb patterns

Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	-	-	-	-	-
2	-	-	-	-	-

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3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-

### The type of Lexical Collocation

**Table 14. L1/Verb (usually transitive) + noun/ pronoun (or prepositional phrase)**

Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	The activity of <i>paying attention</i>	paying	attention	2	14
	And <i>getting meaning</i> from something	getting	meaning	2	14
2	-	-	-	-	-
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	Unknown and <i>make inferences</i>	make	inference	5	52
8	-	-	-	-	-
9	-	-	-	-	-

**Table 15. L2/Verb (meaning eradication and or nullification) + a noun**

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Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	-	-	-	-	-
2	-	-	-	-	-
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	Everyone cannot <i>learn a language</i>	learn	a language	1	5

**Table 16. L3/Adjective + noun**

Thesis	Sentence	Noun	Preposition	Page	Sentence Number
State Islamic University of Sultan Syarif Kasim Riau	Or as <i>social creature</i>	social	creature	1	1
	The <i>individual potency</i> for society	Individual	potency	1	4
	From the <i>old generation</i>	Old	generation	1	4
	To the <i>young generation</i>	Young	generation	1	4
	Behind from <i>foreign societies</i>	foreign	societies	1	5
	One of the <i>important parts</i>	Important	parts	1	7
	In each <i>educational institution</i>	Educational	Institution	1	8



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© Hak cipta milik UIN Suska Riau	In learning a <i>foreign language</i>	foreign	language	1	9
	Plays an <i>important role</i>	Important	role	1	9
	Communication well in <i>foreign language</i>	foreign	language	1	11
	Acquire an <i>adequate number</i>	adequate	number	1	11
	<i>Substantial portion</i>	Substantial	portion	2	12
	One of the most <i>important skill</i>	Important	skill	2	13
	Without having <i>sufficient vocabulary</i>	sufficient	vocabulary	2	20
	Interpersonal in <i>daily context</i>	daily	context	2	25
	Interpersonal in <i>daily context</i>	daily	context	3	29
	Listen to a <i>foreign language</i>	Foreign	language	4	47
	Correlation is a <i>statistical measure</i>	statistical	measure	8	79
State Islamic University of Sultan Syarif Kasim Riau	Having the <i>important role</i>	Important	role	1	9
	Writing is the most <i>difficult skill</i>	difficult	skill	1	12
	Ability to use <i>appropriate vocabulary</i>	Appropriate	vocabulary	1	13
	And it is <i>important skill</i> to have	Important	skill	2	13
	Should have <i>basic knowledge</i>	basic	knowledge	2	15
	Understanding on <i>generic structure</i>	generic	structure	3	36

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© Hak cipta milik UIN Suska Riau	A <i>previous study</i> about this problem	previous	study	3	38
	The <i>main point</i> for this research	main	point	4	43
	Focuses <i>generic structure</i> in recount text	generic	structure	4	45
	<i>Better picture</i> of the problem	better	picture	6	53
	<i>Generic structure</i> is the structure	generic	structure	7	70
	A <i>generic structure</i> of recount text	Generic	structure	8	72
	The use of <i>chronological connection</i>	chronological	connection	8	74
	<i>chronological connection</i> is the connection	chronological	connection	8	75
3	By several <i>educational facilities</i>	Educational	facilities	1	1
	To provide <i>educational facilities</i>	Educational	facilities	1	3
	Student must have <i>sufficient facilities</i>	sufficient	facilities	1	8
	Such as <i>comfortable facilities</i>	Comfortable	classroom	1	9
	Laboratory with <i>adequate facilities</i>	adequate	facilities	1	9
	<i>Educational goals</i> in school	Educational	goals	2	11
	<i>Adequate classroom</i> makes lot of interest	adequate	classroom	2	15

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4	Communication is an important part	Important	part	1	1
	It is a means of cultural transformation	cultural	transformation	1	1
	The primary language of communication	primary	language	1	5
	The use of appropriate technique	Appropriate	technique	2	20
	Expected to gave valuable contribution	valuable	contribution	5	65
5	English as an international language	international	language	1	1
	Foreign language is more difficult	foreign	language	1	2
	It is because the foreign language	Foreign	language	1	3
	The cultural background of the language	cultural	background	1	3
	The are some important factors	Important	factors	1	3
	As basic competency	Basic	competency	1	4
	So reading is important skill	Important	skill	1	7
	Till they have rich vocabulary	Rich	vocabulary	2	10
	An appropriate method in teaching	Appropriate	method	2	21
	Still foreign language in indonesia	foreign	language	4	37



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	And <i>factual information</i> in reading	factual	informati on	6	67
	Something in <i>various experience</i>	various	Experien ce	8	80
	Descriptive text is one of the <i>appropriate texts</i>	Appropri ate	text	8	81
6	English is <i>important language</i>	importan t	language	1	1
	English is <i>an international language</i>	internati onal	language	1	2
	The <i>social function</i> of this text	social	function	2	10
	To describe a <i>particular person</i>	particula r	person	2	10
	The <i>generic structure</i> of this text	generic	structure	2	11
	The phenomenon of <i>particular person</i>	particula r	person	2	11
	The <i>social function</i> of this text	social	function	2	12
	The <i>social function</i> of this text	social	function	2	14
	Deal with <i>actual experiences</i>	actual	experien ces	2	14
	The <i>generic structure</i> of this text	generic	structure	2	14
	Includes <i>personal letter</i>	personal	letter	3	15
	<i>Generic structure</i>	Generic	structure	3	22
	Interested to use <i>personal letter</i>	personal	letter	3	25

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<i>Personal letter</i> in writing recount text	personal	letter	4	27
To choose <i>right diction</i>	right	diction	4	35
Real class by using <i>personal letter</i>	personal	letter	5	41
Writing is <i>important role</i>	important	role	5	42
Human being as <i>social creature</i>	social	creature	5	42
<i>Personal letter</i> is one of example	Personal	letter	5	43
<i>Personal letter</i> is one of media	personal	letter	5	44
<i>Personal letter</i> at the second year	personal	letter	6	48
Writing is one of the <i>basic skills</i>	basic	skills	6	49
<i>Personal letter</i> of the grade eight	personal	letter	6	51
Media is <i>personal letter</i>	personal	letter	6	57
<i>Personal letter</i> is one of the interesting	personal	letter	6	57
To what extent <i>personal letter</i>	personal	letter	7	58
Using <i>personal letter</i> as a media	personal	letter	7	59
<i>Personal letter</i> consists	Personal	letter	8	68
<i>Private information</i> about people	private	information	8	68

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<i>Previous knowledge to arrive at meeting</i>	Previous	knowled ge	2	13
<i>Grammatical knowledge</i>	grammat ical	knowled ge	2	17
<i>Comprehension is an active process</i>	Active	process	2	19
<i>Comprehension is main goals</i>	Main	goals	2	21
<i>main idea of the text</i>	main	idea	2	25
<i>basic competences</i>	Basic	compet ences	3	30
<i>The rhetorical step in the form</i>	rhetorica l	step	3	30
<i>Main idea from the reading text</i>	main	idea	4	39
<i>Main idea in paragraph</i>	main	idea	4	40
<i>Main idea is hard by the students</i>	main	idea	5	44
<i>Generic structure of the narrative it self</i>	generic	structure	5	46
<i>Generic structure of the narrative text</i>	g eneric	structure	5	47
<i>Generic structure</i>	Generic	structure	5	52
<i>Main idea</i>	Main	idea	5	52
<i>Current issue</i>	Current	issue	7	60
<i>Previous knowledge to arrive</i>	Previous	knowled ge	7	65
<i>Interactive processes</i>	Interacti ve	processe s	7	66
<i>Fluent process of readers</i>	fluent	process	8	67



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8	The <i>appropriate strategy</i> in teaching reading	appropri ate	strategy	8	73
	In learning a <i>foreign language</i>	foreign	language	1	2
	Vocabulary plays <i>important role</i>	importan t	role	1	2
	The need in <i>foreign language</i>	foreign	language	1	3
	Who learn english as a <i>foreign language</i>	foreign	language	1	4
	That learn english as <i>foreign language</i>	foreign	language	2	12
	Teacher did not use <i>appropriate strategy</i>	Appropri ate	strategy	2	18
	Teacher did not use <i>appropriate strategy</i>	Appropri ate	strategy	3	22
	There is <i>significant effect</i>	significa nt	effect	4	30
	There is <i>significant effect</i>	significa nt	effect	4	31
9	The <i>effective strategy</i> in teaching English	effective	strategy	4	34
	It takes an <i>important role</i>	importan t	role	1	1
	Communication in a <i>foreign language</i>	foreign	language	1	3
	That english as an <i>international language</i>	internati onal	language	1	4
	Those are applied on <i>higher level</i>	higher	level	3	27

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Can concentrate in a <i>short time</i>	Short	time	3	28
Cannot learn seriously in <i>long time</i>	long	time	3	33
The technique to reach a <i>good development</i>	good	develop ment	4	34
This make it a very <i>comprehensible tool</i>	compreh ensible	tool	4	42
There is any <i>positive effect</i>	positive	effect	7	67

Table 17. L4/Noun + verb

Thesis	Sentence	Noun	Prepositi on	Page	Sentence Number
1	-	-	-	-	-
2	-	-	-	-	-
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-

Table 18. L5/Noun + noun

Thesis	Sentence	Noun	Prepositi on	Page	Sentence Number
1	The <i>competency standard</i> of listening skill	compet ency	Standard	2	25
	The <i>competency standard</i> of listening skill	compet ency	Standard	3	29

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2	The last one is <i>mother tongue</i>	mother	Tongue	5	63
	It is one of <i>foreign language</i>	foreign	Language	1	11
	The use of <i>language features</i>	language	Features	3	36
	The <i>key term</i> within the research topic	key	Term	6	56
3	<i>Language features</i> is an aspect	language	Features	8	74
	Will have an effect on <i>student learning</i>	student	Learning	1	5
	The presence of a <i>school laboratory</i>	school	Laboratory	1	9
	<i>School facilities</i> have an important role	School	Facilities	2	11
	On <i>education facilities</i> and infrastructure	education	Facilities	2	12
	Factor supporting the <i>learning process</i>	learning	Process	2	13
	<i>Learning process</i> such as	learning	Process	2	14
	To carry out the teaching and <i>learning process</i>	Learning	Process	2	17
	The <i>learning process</i> of students	Learning	Process	2	17
	The <i>school facilities</i> can support	school	Facilities	2	19
	Can support student <i>learning interests</i>	learning	Interests	2	19
	<i>Praying room</i>	praying	Room	2	20
	<i>BP Room</i>	BP	Room	2	20



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<i>Computer library</i>	computer	Library	2	20
The existence of <i>learning facilities</i>	learning	Facilities	2	21
Supporter of <i>learning activities</i>	learning	Activities	2	21
Very influential on <i>learning outcomes</i>	learning	Outcomes	2	21
<i>Student achievement</i>	student	Achievement	2	21
The <i>learning facility</i> can affect the smoothness	Learning	Facility	3	21
The <i>learning facilities</i> will help students in learning	learning	Facilities	3	21
The correlation between <i>school facilities</i>	School	Facilities	3	23
And students <i>learning interest</i>	learning	interest	3	23
Relationship between <i>school facilities</i>	School	facilities	3	24
With students <i>learning interest</i>	Learning	interest	3	24
Relationship between <i>school facilities</i>	School	facilities	4	25
The of <i>student learning</i> are	student	learning	4	26
The existence of a <i>school building</i>	school	building	4	27
<i>Learning space</i>	learning	space	4	28
<i>Learning aids</i>	learning	aids	4	29
<i>Teaching media</i>	teaching	media	4	30

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4	The existence of <i>lat stationary</i>	Lat	stationary	4	31
	The existence of <i>lesson books</i>	lesson	books	4	32
	<i>Teacher qualities</i> and skills	Teacher	qualities	4	33
	Correlation between <i>school facilities</i>	school	facilities	5	34
	<i>Learning interest</i> in junior high school	learning	interest	5	36
	Correlation between <i>school facilities</i>	school	facilities	5	37
	<i>Learning interest</i> in smpn 2 siak hulu	learning	interest	5	37
	Development of <i>school facilities</i>	school	facilities	5	38
	The correlation <i>school facilities</i>	school	facilities	5	38
	<i>Learning interest</i>	learning	interest	5	38
	<i>School facilities</i>	school	facilities	6	40
4	Support <i>learning students</i> at school	learning	students	6	40
	Important part of <i>human civilization</i>	human	civilization	1	1
	They did not have <i>self confidence</i>	self	confidence	2	12
	Booking a <i>hotel room</i>	Hotel	room	2	22
	They did not have <i>self confidence</i>	self	confidence	3	37
	did not have <i>self confidence</i>	self	confidence	4	58

### Hak Cipta Dilindungi Undang-Undang

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5	Learning a <i>mother tongue</i>	mother	tongue	1	2
	Basic competency in <i>English achievement</i>	English	achieve ment	1	4
	Observation <i>english syllabus</i>	english	syllabus	3	29
	Translate the text into <i>indonesia language</i>	indonesi a	language	6	63
6	Such as <i>social function</i>	social	function	1	7
	<i>Lexical items</i>	lexical	items	1	7
	<i>Grammatical features</i>	grammat ical	features	1	7
	<i>Language features</i> of a recount text	language	features	3	22
7	-	-	-	-	-
8	-	-	-	-	-
9	Being an <i>essential part</i>	essensial	part	8	75

**Table 19. L6/Adverb + adjective**

Thesis	Sentence	Noun	Prepositi on	Page	Sentence Number
1	-	-	-	-	-
2	-	-	-	-	-
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-



Table 20. L7/Verb + adverb

Thesis	Sentence	Noun	Preposition	Page	Sentence Number
1	The process of listening <i>breakdown completely</i>	Breakdown	completely	2	19
	Learners will never learn to <i>communicate effectively</i>	communicate	completely	2	27
2	-	-	-	-	-
3	-	-	-	-	-
4	The students cannot <i>speak fluently</i>	speak	fluently	2	11
	The explanations could be <i>delivered clearly</i>	delivered	clearly	3	40
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	Cannot <i>learn seriously</i> in long time	learn	seriously	3	33

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*This is to Certify that*

**ARI SUPRIADI**

Reg. No.: 2087/LTP-IV/2020

*achieved the following score on the*

### TOEFL PREDICTION

Listening Comprehension	: 536
Reading Comprehension	: 532
Structure & Written Expression	: 534
Total (Score)	: 534



Pekanbaru, 11 May 2020



**Ir. Madyani**  
Director





UIN SUSKA RIAU

# مركز ترقية اللغة لجامعة سلطان قاسم الإسلامية الحكومية

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU



## شهادة الكفاءة اللغوية

اعطيت الى

Ari Supriadi

21691104644 : دفتر القيد  
Male : الجنس  
28 January 1992 : المولود

## بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 41  
القواعد : 51  
القراءة : 56  
النتيجة : 493

مستعملة حتى : May 02, 2022



Arabic Proficiency Test® Certificate Provided by

Language Development Center of State Islamic University of Sultan Syarif Kasim Riau

The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823

Email : [info@pusat-bahasa.info](mailto:info@pusat-bahasa.info) Website : [pusat-bahasa.info](http://pusat-bahasa.info)



محي الدين شكري  
رئيس مركز ترقية اللغة





UIN SUSKA RIAU

KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**  
**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

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Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 0534/Un.04/PPs/PP.00.9/2020  
Lamp. : 1 berkas  
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 18 Maret 2020

Kepada Yth.  
Kepala Perpustakaan Universitas Islam Riau  
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh.

Dengan hormat, dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Ari Supriadi
NIM	: 21691104644
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Judul Tesis	: The Use of Collocation in Theses Written by Undergraduate Students of English Department Islamic University Of Riau

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari Universitas Islam Riau.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wassalam  
Afrial M, MA  
21691015 198903 1 001



# KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.	30/12/2019	Having look the proposal		
2.	3/1/2020	Checking Research question & objectives		
3.	30/5/2020	Checking first Studies & Chapter 3		
4.	2/6/2020	Checking finding & discussion		
5.	3/6/2020	Checking Chapter 5		
6.	6/6/2020	Checking full thesis		

Catatan :

\*Coret yang tidak perlu

Pekanbaru, 10 JUNI 2020

Pembimbing I / Promotor

# KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor	Keterangan
1.	27/12/2019	Having look the proposal		
2.	20/1/2020	Checking Chapter 4 & 5 and grammar		
3.	20/1/2020	Having look the full thesis		
4.	2/6/2020	Checking Research finding		
5.	16/6/2020	Approval		
6.				

Catatan :

\*Coret yang tidak perlu

Pekanbaru, 10 JUNI 2020

Pembimbing II / Co Promotor




Dr. Hj. Helawati, M.A.S.



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NAMA  
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PRODI  
KONSENTRASI

ARI SUPHARI  
2169110460241  
Pendidikan Agama Islam  
Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	27/12/2018 Kamis	Nilai nilai Pendidikan Sekolah dalam mata pelajaran pendidikan agama Islam (Studi PAI)		Abdul
	27/12/2018 Kamis	Pengaruh Penerapan Metode Demonstrasi dan Kecondongan Emosional terhadap kemampuan Sistem dalam berakhlak pada mata pelajaran Fikih di Institut TI.U.P.		Ahmad. Rachman
	27/12/2018 Kamis	Konsep pendidikan Anak menurut Muhammad Muta'addhi Sya'ari dan penerapannya (konturasi Teori Kecondongan Emosional)	-	Petro Hamdani
	27/12/2018 Kamis	Salah satu dalam prosedural kegiatan Kecondongan Emosional dan penerapannya pada pendidikan (studi berakhlak)		IKUS Azal

Pekanbaru, \_\_\_\_\_ 2018  
Direktur

Prof. Dr. Afrizal, M., MA  
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NAMA : ARI SUPRADI  
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 PROGRAM : PASCA SARJANA  
 PRODI : PAI  
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	14/01/2019	Students' Anxiety in Speaking Performances A case study of Mr Darel Hibanah Pekanbaru.	2	Tantya Yomaita
	14/01/2019	The Relationship between Student Perception on teaching Listening by using Story telling and their Learning Skill at SMA Pemerintah Pekanbaru	2	Yolanda Rita Aprilia
	14/01/2019	The Implementation of Scientific approach in teaching English : A Case study of SMA Condong Pekanbaru	2	Made Oviara Fitria
	14/01/2019	The Effect of using Jigsaw and levels of participation in the class on Students Reading Comprehension	2	Afikah Rahman

Pekanbaru, 14 JANUARI 2019 ~~2018~~  
 Direktur


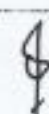



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21691009699  
PASCA SARJANA  
PAI  
PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	18/03/2019	The Correlation between Learning Style and Self-Efficacy on Students Speaking Skill at SMK Perikanan Prayogo Lima		Refa Loni Angani
	18/03/2019	The Effect of Using Infographic on Students Reading Interest and Students Reading Comprehension at SMA N 10 Pekanbaru		Dian Eka Hartarika
	18/03/2019	The Effect of Clay Round Table and Dytogloss technique on Students Reading ability of junior high School 1 bumper Timur		Harnael Fitriah
	18/03/2019	An analysis of readability level of Reading material in Bahasa Inggris textbook for first Grade of Senior High school		Dzahiyah Yetti
	18/03/2019	Investigating pragmatic Competence of apology and Request: Case Study at the Sixth Semester of Institute Education South Tapanuli Pong Saelampun		Ratika Sabada

Pekanbaru, 18 Maret 2019   
Direktur

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NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	14 Januari 2019	Analisis pengaruh Non Performa Financial and Financing to deposit ratio terhadap pembiayaan, modifikasi pada bank umum syariah di Indonesia 2013 - 2017		Welly Marlina
	14 Januari 2019	Analisis Implementasi Standar Akuntansi Keuangan (SAK) Syariah dalam Pembiayaan Gadaai Emas di Pegadaian Syariah Cabang Pegadaian syariah Pekanbaru		Erne Siragor
	14 Januari 2019	Analisis Efisiensi Bantul Mobil Kuteranwil di kota Pekanbaru		Zekaidah ASSYIFA
	14 Januari 2019	Analisis Sistem Pelayanan, Tarif dan Akhlak terhadap Wisata bahari mengunjungi hotel pesona syariah akbata Pekanbaru		Henry murtuh Adriansyah
	14 Januari 2019	Strategis Marketing dan Sistem jual beli Pedagang Waru beturam Choro menurut perspektif Ekonomi Syariah di Kabupaten Pangkajene		Fitri Randayani

Pekanbaru, 14 Januari 2019. ~~2018~~  
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 PROGRAM : PASCA SARJANA  
 PRODI : PAI  
 KONSENTRASI : PG

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	16/01/2019	The Influence of Students' Emotional Intelligence and self-efficacy toward their reading comprehension at the first year students in university of Pasir Pangaraen		Ari Nurrozza Jhottori
	16/01/2019	The Effect of Creative problem solving (CPS) Strategy on Students participation and reading Comprehension in narrative text at state Senior high School 3 Munda Bengkulu Regency		Phairunnisa
	16/01/2019	A Comparison between the effect of using Round robin and Character Quotes Strategy on Students reading Comprehension at MTS Swinh Subdistrict of North Lampung		Ari Nurrozza
	16/01/2019	The Comparison between Predict O game Strategy and daily table Strategy on Students Reading Comprehension at National High School Torena Satrio Pekanbaru		Hilma Jufri
	<del>16/01/2019</del>			

Pekanbaru, \_\_\_\_\_ 2018  
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NAMA : ARI SUPRIADI  
 NIM : 21091104649  
 PROGRAM : PASCA SARJANA  
 PRODI : PBI  
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	9/4/2019	Partisipasi masyarakat dalam meningkatkan manajemen pendidikan di Sma Negeri Se Kecamatan Bantan Kabupaten Bengkalis		Siti Amunah.
	9/4/2019	Meningkatkan Manajemen Untuk Meningkatkan Mutu Secara Mendalam dan menyeluruh Se- Kecamatan Bagan Sambi		Syafri April
	9/4/2019	Manajemen pada Supervisi Pendidikan Agarum dalam di Sekolah Dasar dalam rangka Se- Kecamatan Sate Hulu Kabupaten Kampar.		Syafri

Pekanbaru, 9 April 2019 -2018  
 Direktur

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 NIM : 21691104649  
 PROGRAM : PASCA SARJANA  
 PRODI : PAI  
 KONSENTRASI : PM

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	6/11/2019	Exploring Indonesia Pre-service English Teachers professional Development A Case Study of preservice English Teachers of Riau University in a Public Secondary School Pekanbaru		Cestari
	6/11/2019	The text structure of monologue text types found in bahasa Inggris 1 for SMA class Published by pusat <del>kurikulum</del> kurikulum dan perbukuan kediknas Jakarta	Jh	Indan Febri
	6/11/2019	Student perception and preference of teachers corrective feedback on speaking performance		Perrataini

Pekanbaru, 6 NOVEMBER 2019  
 Direktur

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: PAI  
: PG

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	7/11/2019	Investigating Pragmatics of Apology Strategy A Case Study of the Sixth Semester English Education at Institute Pendidikan dan Studi Sebelas Padang Sidempuran		Rafiba
	7/11/2019	An analysis of readability level of text in English textbook for first grade of Senior High School	2h	Devhiyoh Yetti
	7/11/2019	Teacher Efforts to Improve Students Listening Comprehension at SMAN 1 Taluk Buntan		Xany Fernandes
	7/11/2019	The Contribution of part of speech knowledge and syntactical comprehension toward students ability of writing narrative essay at the English Education Department of UIN Sultan Riau		Husni Rody Syafi'i

Pekanbaru, 7 November 2019  
Direktur

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NIP. 19591015 198903 1001

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NIM

21691104644

PROGRAM


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PRODI

PAI

KONSENTRASI

PBS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	11/12/2019	Pre-service Teachers performance in field experience at senior high school in Pekanbaru.		Siti Broboh
	11/12/2019	An analysis writing journal process faced by lecturers in Pekanbaru.		Siti Broboh
	11/12/2019	The Influence of Creativity and Listening anxiety toward Students in Listening Comprehension in SMAN 5 Pekanbaru		Ronal Dwi Jantika

Pekanbaru, 11 Desember 2019 2018  
Direktur

Prof. Dr. Afrizal, M., MA  
NIP. 19591015 198903 1001

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ARI SUPRIADI  
 NIM : 21691104644  
 PROGRAM : PASCASARJANA  
 PRODI : PAI  
 KONSENTRASI : PAI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	22/12/2019	The Influence of reading interest and self efficacy on reading Comprehension of the tenth grade Student at the student Islamic Senior high school Pekanbaru		Ramadhan arif
	22/12/2019	The Effect of using graffiti strategy and prior knowledge on Students Reading Comprehension sma Plus Bina Bangsa Pekanbaru	Jh	Refiqah putri
	22/12/2019	The effect of using Creative problem Solving Strategy and Students Learning Participation on their reading Comprehension on narrative text at School Mandor Bengkalis regency.		Chairunnisa
	22/12/2019	Code Switching English to arabic in Teaching English At Islamic boarding School Subulussalam.		Agus

Pekanbaru, 22 DECEMBER 2019  
 Direktur

Prof. Dr. Afrizal, M., MA  
 NIP. 19591015 198903 1001

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# Curriculum Vitae (CV)

## Data Pribadi

Name : Ari Supriadi  
Place/Date of Birth : Tanjungsamak, January 25<sup>th</sup> 1992  
Gender : Male  
Religion : Moeslem  
Address : Jl. Bukit Datuk Lama Gg.Rahmad No.1  
Kel. Bukit Datuk, Kec.Dumai Selatan.  
Kota Dumai  
Mobile : 0852 7268 2386  
Email : [arisupriadi.as@gmail.com](mailto:arisupriadi.as@gmail.com)



## Riwayat Pendidikan Formal

- 1997 – 1998 : TK Pertiwi Kec.Rangsang, Tanjungsamak, Riau
- 1998 - 2004 : SD Negeri 01 Kec.Rangsang, Tanjungsamak, Riau
- 2004 - 2007 : SMP Negeri 01 Kec.Rangsang, Tanjungsamak, Riau
- 2007 - 2010 : SMA Negeri 01 Kec.Rangsang, Tanjungsamak, Riau
- 2010 - 2014 : S1- Universitas Islam Riau
- 2018-2020 : S2- Universitas Negeri Sultan Syarif Kasim Riau

## Riwayat Organisasi

- 2010 – 2011 : IPMK2M (Ikatan Pelajar Mahasiswa Kab.Kepulauan Meranti)
- 2010 – 2014 : Aktif di Organisasi English Student Association (ESA UIR)

## Kursus/Pelatihan/Seminar/Workshop

- Internet-specific skills training, UIR Pekanbaru, 2011
- Workshop Multimedia Pembelajaran Pekanbaru, 2011
- Dissemination Pancasila and laws seminars, Pekanbaru, 2011
- International Seminar by the Indonesian Citizen reporters Association, 2011
- Committee of UFO (Understanding Fundamental of Organization) 2012
- Committee of ESA's British Parliamentary Debate Championship 2012
- International ILT Workshop by BRITON, Pekanbaru 2012
- Committee of Contest building Self Confidence, Pekanbaru 2013

## Pengalaman Pelatihan

- Job Training (PPL) at SMPN 15 pekanbaru 2013

## Pengalaman Kerja

- Agen di Car Life Insurance PT. A.J. CENTRAL ASIA R. (2016-2017)
- STAF IT Bawaslu Kota Dumai (2019 - now)

## kelebihan lain

- Mampu Mengoperasikan M.Office dan Internet dengan baik
- Mampu membuat blog dan website
- 1 tahun pengalaman sebagai pemasar produk
- Kemampuan menulis dan berbahasa Inggris dengan baik